CROSS-CULTURAL COUNSELLING AND ASSESSMENT: A SURVEY OF CURRENT POLICIES, PRACTICES AND TRAINING NEEDS IN SASKATCHEWAN.

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Dedication

This thesis is dedicated to the memory of Jeffrey Bonli and Dr. Mayuri (Ami) Thakker. Their courage will never be forgotten.

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Abstract

The policies, practices and training needs of Saskatchewan guidance counsellors and educational psychologists with respect to cross-cultural counselling and assessment were investigated. The response rate to a mailed questionnaire was 55% (n = 53) for counsellors and 48% (n = 22) for educational psychologists. The data were analyzed via a series of frequency counts and parametric statistics. In the absence of provincial guidelines, ethnic minority students are administered the same standardized intelligence tests as majority students, no modifications are made to compensate for cultural differences, but cautionary notes regarding the precision of scores are included in the final report. The classroom teacher is responsible for many aspects of the testing, assessment and placement procedures, and the parents are consulted throughout the process. Counsellors and educational psychologists have positive opinions towards cultural pluralism and recognize that ethnic minority students have unique problems and special counselling needs in adjusting to the present education system. They feel, however, inadequately prepared to help these students. The vast majority of

counsellors and educational psychologists are interested in receiving cross-cultural training. Their preference for training is in the form of in-service workshops sponsored by their provincial professional associations (SGCA and SEPA) and by their local school boards. They rate their formal pre-service education as inadequate in the nine competency areas identified by the American Psychological Association as being important for pupil support personnel working with ethnic minority students and believe the post-secondary institutions must affirm their responsibility in the field of multicultural education by ensuring that counselling and educational psychology trainees acquire the knowledge, skills and practical training required to function effectively in a multicultural society. Recommendations for action and suggestions for future research are presented.

CHAPTER 1

Introduction

Statistics Canada (1981) reports that the prairie region - Alberta, Saskatchewan and Manitoba - is the most ethnically diverse segment of the Canadian population. Furthermore, Saskatchewan is one of the few provinces in Canada whose inhabitants, in the majority, trace their origins to non-British and non-French sources.

According to the 1981 Canadian census, there are only 366,085 residents in the province who trace their ethnic background back to the British Isles (39 percent) and only 46,920 residents with an ethnic background in France (5 percent). The remaining 56 percent of the population includes 161,705 Canadians of German ancestry, 76,810 Canadians of Ukrainian descent, 42,720 peoples of Scandinavian descent, 54,720 Native peoples, 14,025 people of Asian and African origins, 1,515 Jewish Canadians and the others, from countries all over the world. Although most of the prairie foreign born arrived prior to World War II, issues related to ethnicity and various aspects of multicultural education and French and Heritage Language instruction remain a matter of considerable

debate in Saskatchewan (Advisory Committee on Heritage Languages, 1986).

Moreover, the ethnic flavour of the Prairies stems not only from the descendants of the pioneers, but also from recent waves of refugees from Vietnam, Poland, Cambodia and Chile (Canada, Department of Employment and Immigration, 1985). The presence of an increasingly diverse "visible minority" student population has presented the educational institutions in Saskatchewan, particularly in the urban centres, with a radically new challenge. In contrast to the traditional pattern of an assimilable "white", although not culturally homogeneous population, coupled with a substantial population of native peoples, recent immigrant minority students have introduced a degree of heterogeneity - in cultural backgrounds, learning styles, value systems and personal needs, never experienced before.

This heterogeneity has educational implications for psychological assessment and counselling in the schools of the province. A survey of the Canadian literature reveals the existence of many serious problems, not unlike those experienced in educational institutions in countries all over the world, where

pupil support personnel (i.e., guidance counsellors and educational psychologists) face a clientele characterized by cultural diversity (Cayleff, 1986; Christensen, 1985; Kagehiro, Mejia & Garcia, 1985; Minsel & Herff, 1985; Pedersen, 1985; Samuda & Wolfgang, 1985; Taft, 1985; Verma, 1985).

The problems tend to be found in two major areas. First, there are those problems which arise from the cultural, and in particular, language barriers experienced by the minority student. Language is the primary form of communication and hence it is crucial in the counselling relationship. A client transmits his cultural values, his concerns and his hopes and fears with language and often the counsellor is unable to grasp the true nature of the client's needs (Honore, Mah & Harvey, 1986). Vocabulary, syntax, idioms, slangs and dialects create problems of understanding, as do differences in amount of eye contact, personal space, stereotypes and class bound values between the ethnic minority client and the white counsellor.

Secondly, there are problems which stem from the counselling and psychology professions' unpreparedness and lack of training to adequately provide this type of student with adequate support services. These two sets

of factors interact and may well lead to the student's unilateral and limited access to critical resources - educational, vocational, housing, economic, political, mental health - which in turn places him at higher risk for the development of emotional, social and physical dysfunctions (Casas, Ponterotto & Gutierrez, 1986; Dudley & Rawlin, 1985).

In the past twenty years, there has also been a dramatic shift in the movement of native peoples from reserves into urban centres. In 1959, 91.4 percent of Saskatchewan's native population lived on reserves. This number has steadily dropped since that time and estimates are that by the year 1989, only 53.9 percent of the native population will live on reserves (Ferguson, 1982). In addition, the birth rate among native people is much higher than among the non-native population, with the growth rate of the Saskatchewan native population three to four times the overall Canadian average (Littlejohn, 1983). The above trends will have considerable impact on school systems as more reserve children enter provincial schools and the proportion of native children to non-native children in all schools increases. Estimates are that by the year 2001, there will be 267,265 native people in

Saskatchewan and that the native student population will constitute 45.7 percent of the total school age population in the province.

Significance of the Study

Given the aforementioned circumstances, the development of appropriate counselling and assessment techniques to meet the needs of the ethnic minority student is one of the most compelling and urgent tasks facing the Saskatchewan education system today (Daudlin, 1984). To whatever extent pupil support personnel fail to provide adequate guidance for all children, they become one of the major groups of perpetrators of cultural, social and economic inequalities.

Clearly, however, appropriate counselling and assessment methodology can emerge only out of a systematic and detailed appraisal of the existing policies and practices of Saskatchewan pupil support personnel and out of the identification (via the available literature) of those approaches which are thought to be most effective in the intercultural counselling process. Saskatchewan government documents and provincial professional publications contain very

little information on ways in which pupil support personnel in this province have been responding to the gradual shifts in the composition of the student population. Except for a few sporadic and unsystematic in-service workshops provided by Saskatchewan Guidance and Counselling Association, what evidence does exist suggests considerable variation and an overall lack of commitment to intercultural counselling and assessment techniques (Rongve, 1984; Saskatchewan Educational Psychology Association, 1985; Tusa, 1985).

In addition, there appears to be a virtual absence of provincial policy with respect to the assessment and placement of ethnic minority students (Refer to Appendix 1). This situation could change in the near future due to the recent recognition of the American Psychological Association and the Canadian Guidance and Counselling Association that cultural differences and minority rights are important considerations for practicing counsellors (Corey, 1986). In the United States, both the American Personnel and Guidance Association (1981) and the American Psychological Association (1980) have decreed that it is unethical for counsellors to counsel minority clients if the counsellors have not had some form of training and

course work related to intercultural counselling.

Although ethical guidelines for cross-cultural counselling and assessment situations have not yet been successfully defined in Canada, some attempts have been made to identify minimum cross-cultural competencies to be incorporated into counsellor education programs (Samuda & Wolfgang, 1985; Westwood, 1983). Once these guidelines are incorporated into ethical and legal practice on a national basis, professional associations in Saskatchewan will feel pressure to do the same.

Presently, the graduate programs at the universities in the province do not address the issue of cross-cultural educational equity and the unique mental health concerns of ethnic minority students. At a time when the role of the intercultural counsellor is becoming "less and less an esoteric specialization area and more and more a mainstream requirement in Canada's contemporary society" (Samuda & Wolfgang, 1985, p. 63) the topic of intercultural counselling and assessment is either ignored or given token treatment in Saskatchewan. As a result, the counselling practitioners and the school psychologists graduating from provincial programs lack the understanding and knowledge necessary to interact successfully with the

diverse population that they serve.

Statement of the Problem

The purpose of the present study was to determine the current policies, practices and training needs of Saskatchewan guidance counsellors and educational psychologists with respect to cross-cultural counselling and assessment. More specifically, the study was designed to examine the general policies and procedures for student evaluation, testing, placement and counselling, as well as the perceived need for additional training and/or information to meet the demands of the ethnically diverse student population. Interpreting the practitioners' collective perceptions and making recommendations to the faculties and agencies responsible for support personnel training as to how their programs could be modified to fit the ethnically diverse nature of the Saskatchewan student population was also considered a research problem.

Questions

In approaching this research, attention was drawn to critical points in the counselling, assessment and placement processes. The thrust of the inquiry is

summarized in the following basic questions:

1. What instruments and procedures are employed in the testing, assessment and placement of students in the schools of the province?
2. Are there any significant variations in the instruments and procedures employed in the testing, assessment and placement of ethnic minority students in the province?
3. What counselling methods are currently employed by guidance counsellors in the schools of this province?
4. Are there any significant variations in the counselling methods used with ethnic minority students?
5. How do guidance counsellors and educational psychologists in this province rate their levels of competency in the skills required for effective cross-cultural counselling and assessment?
6. What are the prevailing attitudes of these professionals toward multiculturalism and cultural pluralism?
7. Given the context of a changing school population, what are the most urgent training needs - both individual and institutional - as perceived by

pupil support personnel?

8. What form do counsellors and educational psychologists think this cross-cultural training should take?

9. To what extent are these perceptions congruent with guidelines emerging in the relevant national and international literature?

10. What is the most appropriate approach to take in the preparation of pupil support personnel to meet the needs and demands of an ethnically diverse student population?

Obtaining answers to these important questions was seen as the first step in policy change and the development and implementation of cross-cultural counselling and assessment training. Answers to the first eight questions were obtained directly from responses to a questionnaire mailed out to the pupil support personnel in the province. Questions nine and ten were answered only after the results of the questionnaire were tabulated and compared to a review of the available literature on the topic.

Definitions

For the purposes of clarity and consistency, the following terms which are used frequently in the report were interpreted according to the following definitions:

Authoritarianism: involves the uncritical acceptance of an idealized moral authority. With it goes a strong desire to be aligned with authority figures and to be part of an idealized "in-group." The authoritarian person also shows a tendency for "authoritarian aggression" or vigilance for those who violate conventional values. A preoccupation with power and toughness, rigidity in thought and intolerance of ambiguity all exist (Berry, Kalin & Taylor, 1977).

Cross-Cultural Counselling: involves a counselling relationship in which the participants are culturally different. It includes situations in which:

a. both individuals are members of minority groups but are of different racial groups,

b. the counsellor is a member of a racial minority and the client is not, and vice versa, and

c. the counsellor and client are similar in race but differ in cultural variables such as age, sex, and socioeconomic status (Atkinson, Morten & Sue, 1979). (See Intercultural Counselling.)

Cultural Pluralism: refers to a society in which one or more ethnic group has a language, religion, kinship, form, tribal affiliation, and/or other traditional norms and values which are embodied in patterns and which set them off from other groups (Young, 1979). (See Multiculturalism.)

Ethnic Minority Student: is defined as any student whose ethnic background differs substantially from that of the majority culture. In Saskatchewan, this would refer to any student from a non-Anglo Saxon ethnic background.

Ethnocentrism: is conceived as an ideological system pertaining to groups and group relations. A distinction is made between ingroups (those groups with which the individual identifies himself or herself) and outgroups (with which he does not have a sense of belonging and which are regarded as antithetical to the ingroups). Outgroups are the objects of negative opinions and hostile

attitudes; ingroups are the objects of positive opinions and uncritically supportive attitudes, and it is considered that outgroups should be socially subordinate to ingroups. In short, the concept of ethnocentrism involves:

a. positive attitudes toward ingroups,

b. negative attitudes toward outgroups, and

c. the belief in the inferiority of outgroups (Berry et al., 1977, p. 51).

Intercultural Counselling: is defined in the broadest sense as a situation in which the counsellor and client are of contrasting cultural backgrounds (Wolfgang, 1985). (See Cross-Cultural Counselling.)

Minority Group Counselling: is defined as any counselling relationship in which the client is a member of a minority group, regardless of the ethnicity of the counsellor.

Multiculturalism: the existence of cultural and racial diversity within a national framework, and/or the policy which addresses this fact (Multiculturalism Directorate, 1985). (See Cultural Pluralism.)

Nonverbal Behavior: can be described as a behavior that transcends written or spoken words (Dillard, 1983).

World View: may be broadly defined as how a person perceives his/her relationship to the world (nature, institutions, other people, things, etc.). World views are highly correlated with a person's cultural upbringing and life experiences. Not only are world views composed of our attitudes, values, opinions and concepts, but also they may affect how we think, make decisions, behave, and define events (Sue, 1981, p. 73).

Limitations

The subjects constituted a self-selected sample of those members of the target population, (i.e. all the educational psychologists and guidance counsellors who are employed at least 25 percent of the time in the practice of guidance in the schools of the province of Saskatchewan) who chose to respond to a mailed questionnaire. Consequently, the specific findings are applicable primarily to the Saskatchewan educational context.

CHAPTER 2

Review of the Literature

Canada has always been a nation of great geographic, historical and cultural diversity. Even before European discovery, the aboriginal peoples of Canada formed about fifty tribally and linguistically diverse societies (McLeod, 1984). Official recognition of the so-called "cultural mosaic" of Canada is a relatively new phenomenon. It is only within the last sixteen years that Canada has been committed to a policy of multiculturalism or cultural pluralism; a policy designed to foster cultural retention and support the further development of the cultural heritage of all Canadians. To fully understand the particular sequence of events which has led up to the present ethnic diversity of Canada's population and which has drastically altered the nature of our educational institutions, there is a need to review recent developments within the larger context of past history.

Section one of this chapter initially focuses on the shaping of the immigration patterns over the years and of the development and implementation of Canada's policy of multiculturalism. These summaries provide a

backdrop against which the dramatic shift in the composition of the school population in this province that has occurred over the past two decades can be understood. Lastly, a general discussion of multicultural education and the problems faced by school personnel are highlighted.

In Section two, a detailed appraisal of the response of the helping professions to the increasing multicultural makeup of the country is provided. Recent national and international trends in cross-cultural counselling and assessment, with a special emphasis on training programs, are described. Due to the dearth of research that has occurred in the United States in the past ten years, American policies, practices and training programs are the primary subjects of focus. An evaluation of Canadian trends and various provincial initiatives in cross-cultural counselling and assessment then follows.

Background of the Problem

Canada's Immigration Policy

Prior to Confederation in 1867, and during the first thirty years of Confederation, there was a period of relatively "free" entry into Canada (Ontario

Ministry of Culture and Recreation, 1979). The government's role was essentially that of encouraging and facilitating the flow of settlers by assisting with transportation costs and providing land grants. Due to the limitations in universal accessibility to the country and the unknowns in climate and resources, the majority of the Canadian immigrants in the early years were from Britain, France and the United States. The census figures of 1871 indicate that approximately two-thirds of Canada's population was of British origin (61 percent), with those of the French origin comprising almost one-third (31 percent). Only eight percent was made up of other peoples, most of them with roots in Northern Europe.

The years immediately prior to the turn of the century and up to World War II saw some three million immigrants enter Canada. At this time, farmers, farm workers and domestic servants, especially those from countries such as Britain, the United States and France and a few northern and western European countries, were encouraged to immigrate (Ontario Ministry of Culture and Recreation, 1979). When it appeared the traditional sources would fail to produce sufficient immigrants to complete the settlement of the West,

Clifford Sifton, Laurier's minister of the interior, redirected recruiting efforts to eastern and southern Europe (Palmer, 1975).

These "new" immigrants, who established group settlements in the western provinces or congregated in immigrant communities in cities and towns, were frequently labelled "undesirable" (Woodsworth, 1972). The conditions of many of these immigrants during their first years in Canada gave rise to many of the objections. Illiteracy was high, many arrived practically destitute after the long journey and, in general, the standard of living of urban immigrants was very low, characterized by overcrowding and unsanitary conditions. The hostile responses towards them were also a result of racial prejudice: the Slavic immigrants by dress, language and customs were set apart as obviously strange and different, "not willing or able to conform immediately to the standards of the majority" (Woodsworth, 1972, p. xiv).

Sifton's immigration policy did not meet with unanimous approval, with the Conservative party providing the main vehicle for nativist or antiforeign sentiment. By 1910, this sentiment had developed to a point where almost all sectors of society were in

agreement that groups which could not be easily assimilated into Canadian society would have to be excluded (Palmer, 1975).

Under increased pressure from English and French Canada, the federal government passed the 1919 Immigration Act, which closed the immigration gates tightly on central and eastern Europeans and the Chinese Immigration Act of 1923 which almost totally prevented Chinese immigration (McEvoy, 1982). During this period, the Canadian government espoused a deliberate policy which discouraged immigration of peoples whose ethnic and language background differed from that of the two original charter groups (Ontario Ministry of Culture and Recreation, 1979).

In short, any nationality whose customs were sufficiently different to suggest an inability or unwillingness to assimilate, or whose "mode of life and occupations are likely to crowd into urban centres and bring about a state of congestion which might result in unemployment and lowering of the standard of our national life" were to be discouraged from immigrating into Canada (Green Paper on Immigration, 1975, pp. 9-11).

The aftermath of World War II saw a great need for labour to mount the industrialization and economic

boom. Between 1941 and 1961, slightly more than two million immigrants entered Canada while an estimated 840,000 emigrated, leaving a net migration of 1,200,000 for the period (Ontario Ministry of Culture and Recreation, 1979). For the most part, the gates were opened just enough to ensure a steady flow of workers through the selective and discriminatory screening that had characterized Canada's immigration policy and regulations for many years; however, a few agreements were made with the governments of India, Pakistan and Ceylon in 1951 allowing limited admission, and the laws restricting the entry of Chinese were relaxed.

The net result of the waves of immigration up to 1961 was that the proportion of Canada's population which was reported to be British in origin continued to decline, reaching 43.8 percent (Statistics Canada, 1961). The people from "other" origins continued to increase in number, moving from 20 percent in 1941 to 25.8 percent by 1961, mainly under the impact of heavy German, Dutch and Italian immigration.

It was not until the 1960's, however, that Canadian immigration policy took a radical shift. The White Paper, introduced in 1966, removed all references to racial and ethnic characteristics as criteria for

entry, while placing the emphasis on education and training, personal qualities, occupational demand, occupational skills, age, arranged employment, presence of relatives, area of destination in Canada and knowledge of English or French (Canada, Department of Manpower and Immigration, 1974).

The introduction of this "point system" of selection drastically altered the character of the immigration patterns by introducing large waves of visible, non-European minorities. In 1971 and 1972 alone, close to a quarter of a million people immigrated to Canada and of that number, approximately one-half came from non-English speaking countries (Statistics Canada, 1971). From a mere handful of privileged South Asians and West Indians residing in the country, the numbers of visible minority group immigrants rose dramatically. By 1977, Caribbean immigrants from Jamaica and Trinidad alone rose to an estimated 100,000, while the numbers of South Asian and African immigrants peaked at 300,000.

Today, the population of Canada is the most ethnically diverse it has ever been. Of the twenty-four million people residing in this country, only 9.6 million are of British origin (40 percent) and 6.4

million of French origin (27 percent). The remaining 33 percent is made up of a myriad of different cultural backgrounds with a strong representation of people from Southern Europe, South American and Asian countries (Statistics Canada, 1981).

In Saskatchewan, the number of immigrants from the years 1980 to present exceeds twelve thousand (Canada, Department of Employment and Immigration, 1985). Whereas in the past the minority of immigrants came from countries in Europe, today the largest percentage of immigration comes from Asia and South America. This change in the composition of the recently arrived immigrant groups, coupled with the fact that Saskatchewan has the highest percentage of native peoples per capita, suggests strongly that multiculturalism in education in general, and in counselling and assessment in particular, is a matter of increasing importance in this province.

To summarize, prior to the World War II, Canadian governmental policy of immigration was biased in favour of the British, Americans and Northern Europeans (Burnet, 1984). Government efforts to settle the West by encouraging immigration from eastern and southern Europe and China were met with considerable debate. It

was not until the mid 1960's that waves of immigrants from Asia, Africa and other areas of the world were allowed into the country, resulting in the "ethnic mosaic" that exists today.

Canada's Policy of Multiculturalism

The second most influential factor in the gradual ethnic diversification of this country, and one that has very closely followed the changes in immigration policy, is Canada's multicultural movement.

In the late 1950's, the post war industrialization process was slowly eroding the French character (McLeod, 1984). French Canadians found themselves continually at odds with English Canadians and experienced conflict between the language at work, English, and the language used at home, which was French. As the new decade began, a substantial portion of French Canadians began to identify themselves as Quebecois and there was a growing separatist movement in the province.

Lester Pearson's response to the threat of Quebec separation was to establish a Royal Commission on Bilingualism and Biculturalism. One result of the recommendations of this commission was The Official Languages Act of 1969 which made French an official

language of Canada and extended special language rights to Francophones outside of Quebec.

While this act served to squelch the Quebec separatist movement momentarily, it also sparked heated and antagonistic debate from established ethnic minority groups, who were now referred to as the "Third Force" (Report of the Royal Commission on Bilingualism and Biculturalism, 1969). Objections were stated against the title of the act that recognized only two ethnic cultures. Influential minority groups, such as the Ukrainian Canadians, began to lobby for an official policy of multiculturalism rather than biculturalism, whereby there would be no pressure to become assimilated into either the French or English culture. In 1970, the government published Volume 4 of the Report of the Royal Commission on Bilingualism and Biculturalism entitled The Cultural Contribution of the Other Ethnic Groups, which listed specific recommendations to alter The Official Languages Act.

Having recently liberalized immigration policy, and confronted with the political reality of the "Third Force", the federal government of Canada responded to the recommendations of Volume 4 by adopting an official policy of "multiculturalism within a bilingual

framework" (House of Common Debates, 1971). In October, 1971, the Right Honorable Pierre Elliot Trudeau stated publicly:

> ...there cannot be one cultural policy for Canadians of British and French origin, another for the original peoples and yet a third for all others. For although there are two official languages, there is no official culture, nor does any ethnic group take precedence over the other. No citizen or group of citizens is other than Canadian, and all should be treated fairly. (House of Commons Debates, 1971, p. 8545)

In implementing this policy, the government developed and provided financial support for programs designed to address four major thrusts implicit in the Prime Minister's pronouncement (House of Commons Debates, 1971). The first thrust was to assist all cultural groups that had demonstrated a will to survive and a capacity to grow and contribute to Canada. Second, assistance was offered to members of all cultural groups to overcome cultural barriers that hindered full participation in Canadian society. Third, the government encouraged the promotion of "creative encounters and cultural interchange" among all groups. Finally, assistance in the acquisition of one official language was to be provided.

The basic assumption inherent in this policy was that if an individual is to be open in ethnic attitudes

and have respect for other groups, he or she must have confidence and pride in his or her own cultural foundations. Given this assumption, the policy was also designed to "help break down discriminatory attitudes and cultural jealousies" (House of Commons Debates, 1971, p. 8546).

In the years following the announcement of the policy, the office of the Minister of State for Multiculturalism in the Department of the Secretary of State was created to oversee the implementation of programs in the area. At this time, Ottawa looked to the provinces to institute complementary multicultural programs in their respective jurisdictions, namely in the reception services for immigrants, discrimination in relation to housing and employment, language classes, violation of human rights for workers, cultural activities of established and new ethnic groups, access to provincial government services for non-speakers of English or French, training of front-line civil servants, and last, but not least, the education of children and adults (Multiculturalism Directorate, 1985).

Under the terms of the British North America Act of 1867, only the provinces can pass laws pertaining to

education. Therefore, although the federal government had set the "wheels of multiculturalism rolling", it was ultimately up to the provincial governments to implement initiatives for multiculturalism in the educational institutions of the country. Whereas the federal government was concerned with the preservation of cultural identity, mixed with a strong nationalistic sentiment, the provincial governments were encouraged to provide equality in education and opportunities for economic and social mobility.

Multicultural Education

By the late 1960's, the effects of increased diversification of the population were felt throughout the country. Following the enactment of the Federal Policy of Multiculturalism, most provincial governments established new ministries and agencies in an effort to address the complex problems of diversity and unity (Multiculturalism Directorate, 1985). Various policy documents focusing primarily on the general philosophy of multiculturalism and cultural retention followed, and by the late 1970's, all of the provinces, beginning with Saskatchewan and territories had complemented the federal commitment to multiculturalism.

Departments of culture and recreation, and not

ministries and departments of education, were the originators and the focus of these provincial policies. In recent years, however, there has been growing pressure on educational officials to interpret, respond to and elaborate upon these policies in ways specific to education (Multiculturalism Directorate, 1985). Thus, a number of provincial ministries and school boards have initiated programmatic responses, such as the inclusion of relevant information in curriculum, elimination of bias in textbooks and introduction of social studies courses on various cultural groups (McLeod, 1981; Ontario Ministry of Education, 1981; Newton, 1982).

These programmatic responses by departments of education, though very encouraging and humane, failed for the most part to carry out the entire mandate of multicultural policy and achieve the fundamental goals in education for cultural diversity (McLeod, 1984; Samuda & Wolfgang, 1985). Simply stated, these goals were the recognition of cultural differences and individual needs, utilization of culture-specific strengths as integral to culture and to learning, and provision to the student of the skills necessary to function as an equal participant in society, "including

the abilities to relate effectively with all cultures, to cope with diversity and change and to develop the capacity for critical self-appraisal and ethnic identification" (Burke, 1984, p. 14). In retrospect, the underlying reason for the relative failure of the educational systems in adapting to Canada's changing school population was the absence of explicit provincial policies on multicultural education.

As indicated in the literature on the role of policy in effecting educational change, official policy or legislation must be present at a provincial level before there is a mandatory commitment to social change at the school board level (Hall & Loucks, 1982; Weiss, 1977). Policy not only serves to operationalize the intentions of the policy makers, it also "acts as a major catalyst for school change" at the practitioner's level (Lieberman, 1982, p. 268).

In Canada, the absence of multicultural education policy has had its greatest impact on the practitioners in the school. Many teachers in this country are not trained to understand and deal with the cultural, ethnoracial and economic differences of this multicultural society. As Hunter (1974) points out:

> Most teachers do not have adequate knowledge of various cultural systems from which their

> pupils come. It has been assumed for too long that good teachers can teach every one, and that such teachers can provide for the necessary emotional and learning needs of children from diverse cultural backgrounds. However, as evidenced in low student achievement rates, there is an impelling need for reform. (p. 14)

Researchers in the area of multicultural education have concluded that, in general, teachers in Canada are not aware of the impact of their own cultural assumptions on teacher-student interactions (Mock, 1983). They lack an awareness of the depth of their own particular conditioning, their peculiar assumptions about the nature of life, their unique behavior patterns and their individual way of thinking and feeling (Hoopes, 1980). This renders them insensitive to the validity of the cultural assumptions of their students. Without this cultural self-awareness, learning is impaired (University of Regina, 1983) and the opportunities for social mobility within Canadian society are limited (Elliston, 1977).

The other practitioners that have been characterized as ill-prepared in meeting the demands of an ethnically diverse student population are pupil support personnel (i.e. guidance counsellors and educational psychologists) (Chodzinski, 1985; Samuda & Wolfgang, 1985). Well intentioned school counsellors

are often handicapped from the start. They are barraged by the responsibilities inherent in the position and thwarted by the lack of support, training, and resources. Contrary to learning techniques that might help them cope with the new student population, the kind of counsellor education they receive serves only to reinforce the racial and cultural bias of the dominant society. As a result, many counselling practitioners and educational psychologists believe, on the one hand, that ethnic minority group students are inherently pathological and assume, on the other, that "counselling involves a simple modification of white, intrapsychic models" (Sue, 1981, p. 5).

In reviewing minority group literature, it is evident that the special counselling needs of ethnic minority students related to language difficulties, cultural shock, poor self-image, and absence of primary group support are not being met (Arbuckle, 1969; Elliston, 1977; Marsella & Pederson, 1981; Pine, 1972; Russell, 1970; Samuda & Wolfgang, 1985; Wolfgang, 1985). Upon arrival in a new land, immigrants are confronted with a host of threatening and often damaging circumstances. Adults often cope by interacting, living, and meeting with their own kind.

Children have to resort to employing a different set of coping strategies. They experience a culture shock consisting of new faces, books with new language in them, a different student-teacher relationship, and a new and different technology (Bhatty, 1987). They are in constant interaction with the beliefs and attitudes of the host country and at the same time they are being socialized with the language, customs, religious beliefs and traditions of their families (Akoodie, 1984).

In seeking acceptance from the majority groups and their peers, ethnic minority children frequently find rejection and may become despondent and suffer from ambivalence, inferiority, hypersensitivity and guilt feelings arising from giving up their identification with the family (Akoodie, 1984). The adjustment is often disruptive, leading to personal disorganization, loss of identity and lack of self-confidence, which in turn, results in a negative self-concept (Harris, 1987).

This lowered self-concept and self-worth plays a prominent role in behaviors at school. Robinson (1987) reports that students with low self-worth,

> claim more emotional problems, express more racial prejudice themselves, expect to be

> rejected, perform poorly when being watched, take personal criticism poorly, are more influenced by persuasive communication, are less socially comfortable, suffer more stress-related illness, display little self-respect, are less open with personal information and are more resistant to change. (p. 37)

Even though guidance and counselling services are available to ethnic minority students, they tend to underuse the services, and it is estimated that of those who seek counselling, 50 percent of visible minority students terminate after the first interview (Sue, 1981). This is in sharp contrast to a 30 percent early termination rate for the general student population.

The following views of the counselling experience tend to be representative of those held by many minority group students:

> ...that it is a waste of time; that counsellors are deliberately shunting minority students into dead end nonacademic programs regardless of student potential, preferences, or ambitions; that counsellors discourage students from applying to college; that counsellors are insensitive to the needs of students and the community; that counsellors do not give the same amount of energy and time in working with minority as they do with white, middle class students; that counsellors do not accept, respect, and understand cultural differences; that counsellors are arrogant, and contemptuous; and that counsellors don't know how to deal with their own hangups. (Pine, 1972, p. 35)

A consideration of cross-cultural counselling on an international basis suggest that such circumstances are not unique to Canada. Since World War II, the movement of visibly and linguistically different workers, refugees and illegal aliens has had a serious impact upon the social orders of all industrialized countries with the sole exception of Japan (Minsel & Herff, 1985; Pedersen, 1985; Samuda, 1985; Samuda & Wolfgang, 1985; Taft, 1985; Verma, 1985). The result of these immigration patterns has been growing problems related to cultural diversity in the social and educational systems of the various countries. Overall, it is evident that the need for new perspectives in counselling ethnic minorities is universal. As Honore, Mah and Harvey (1986) state:

> In an ever-shrinking world, all (Canadians) are engaged in intercultural communication at an accelerating rate. If the interaction is to be significant, and if cross-cultural counselling and multiculturalism are to foster increased understanding and cooperation, then counsellors must be aware of the factors that may affect the counselling process. They must avoid potential stumbling blocks...the success of cross-cultural counselling may well depend on the attitudes and philosophies counsellors adopt... The counsellor, by role definition, may play the key role in enhancing the development of multiculturalism. (p. 13)

Recent Trends in Cross-Cultural Counselling and Assessment

Counselling

As a result of a major survey of mental health and counsellor training programs conducted across the United States, Sue and Pedersen (1977) concluded that the collection and dissemination of information on cross-cultural counselling and the training of culturally skilled counsellors had been hindered by several identifiable problems.

The major problem was the overall lack of priority given to the field of cross-cultural counselling, both by the institutions responsible for training counsellors as well as the professional associations with counsellor memberships. Faculties, in general, lacked direction in developing new programs and practices to train culturally-effective counsellors.

Second, the cross-cultural training programs that did exist were noticeably deficient in relating race and culture-specific incidents in counselling to the actual skills the culturally competent counsellor must possess (Sue & Pedersen, 1977). In other words, while the information base for the skills was present, the translation of this information into a systematic

approach to teaching those skills had not occurred. The resulting gap between awareness, understanding and clinical behavior led to the failure of many of those initial training programs.

Another problem identified by Sue and Pedersen (1977) was that the literature on successful cross-cultural programs was scattered in various journals or local publications. Program designers were unaware of programs elsewhere and an unnecessary duplication of programs and studies investigating similar problems occurred. Consequently, there was an inability to improve on other studies and build upon past research.

Lastly, media-based training packages, which played a broad and important role in the training of counsellors, had not responded to those working with ethnic minority clients (Sue & Pedersen, 1977). Without ready access to other forms of in-service training, many counsellors who had a sincere interest in the area were unable to pursue proper training.

Since the United States survey was published, many gains have been made in the field of cross-cultural counselling. A variety of sociopolitical movements and professional factors, such as the civil rights movement, affirmative action legislation and programs,

the settlement of large numbers of ethnic minority peoples in large urban centres and the resulting realization by counselling practitioners that these people are destined to become a more significant part of their clientele has increased the sensitivity to issues of social justice and has made it impossible to ignore the needs for more specialized counsellor training (Casas et al., 1986).

In the United States, there is now increasing pressure for the fields of counselling and therapy to acknowledge the importance of the consumer's cultural environment. The advent of this pressure was The Vail Conference in 1973, which gave visibility to cross-cultural issues in counselling and therapy (Casas et al., 1986; Jones, 1985; Paradis, 1981). The conference Follow-Up Commission declared:

> That the provision of professional services to persons of culturally diverse backgrounds by persons not competent in understanding and providing professional services to such groups shall be considered unethical; that it shall be equally unethical to deny such persons professional services because the present staff is inadequately prepared; that it shall be the obligation of all service agencies to employ competent persons or to provide continuing education for the present staff to meet the service needs of the culturally diverse population it serves. (cited in Paradis, 1981, p. 137)

These recommendations were intended to make

knowledge of culture a direct, practical concern for the majority of practicing clinical psychologists - and, by implication, counsellors and counselling psychologists (Casas et al., 1986). The Vail Conference then led to the creation of the Minority Fellowship Program in 1974 and the Dulles Conference in 1978, which provided mental health professionals an opportunity to work out guidelines for cooperation and some consensus on relevant counselling issues (Paradis, 1981). The developments resulted in the creation of a Minority Force Office in the American Psychological Association, the Board of Ethnic Minority Affairs in 1981 and most recently, the Task Force on Minority Education and Training in 1982 (Jones, 1985).

Concurrently, there was a significant impact on counsellor training institutions. The American Psychological Association (APA) accreditation criteria demanded cultural diversity among faculty and students in APA approved programs of Counselling and Clinical Psychology. Furthermore, the Education and Training Committee of APA's Division 17 of Counselling Psychology recommended the adoption of specific cross-cultural competencies for psycho-therapists and counsellors. The following competencies were deemed

necessary for incorporation into training programs:

1. The culturally skilled counsellor is one who has moved from being culturally aware to being aware and sensitive to his/her own cultural baggage.

2. A culturally skilled counsellor is aware of his/her own values and biases and how they may affect minority clients.

3. The culturally skilled counsellor will have a good understanding of the sociopolitical system's operation in the United States with respect to its treatment of minorities.

4. A culturally skilled counsellor is one who is comfortable with differences that exist between the counsellor and client in terms of race and beliefs.

5. The culturally skilled counsellor is sensitive to circumstances (personal biases, stage of ethnic identity, sociopolitical influences, etc.) which may dictate referral of the minority client to a member of his/her own race/culture.

6. The culturally skilled counsellor must possess specific knowledge and information about a particular group he/she is working with.

7. The culturally skilled counsellor must have a clear and explicit knowledge and understanding of the generic characteristics of counselling and therapy.

8. At the skills level, the culturally skilled counsellor must be able to generate a wide variety of verbal and nonverbal responses.

9. The culturally skilled counsellor must be able to send and receive both verbal and nonverbal messages accurately and "appropriately". (American Psychological Association, 1980)

Although the APA stance was deemed timely and appropriate, the counsellor wishing to gain cross-cultural competency was faced with a predicament (Casas et al., 1986). The response to the recommendations of Division 17 by the training institutions was slow and very few universities at that time offered coordinated programs in cross-cultural counselling (Ponterotto & Casas, 1987; Wyatt & Parham, 1985). In fact, a survey of APA accredited training programs conducted in 1982 found that only 31 of the 76 responding programs offered courses that were related to ethnicity (Jones, 1985). As well, the University of Utah offered a doctorate program, the University of Miami a master's program in Transcultural Nursing, the University of Miami medical school a program in Transcultural Mental Health, and McGill University a master's degree in Transcultural Psychiatry (Marsella & Pedersen, 1981).

Since 1982, there have been varied signs of improvement. A spate of books, government reports and journals devoted specifically to cross-cultural counselling have emerged (Casas et al., 1986; Daudlin, 1984; Dillard, 1983; Dudley & Rawlins, 1985; Ibrahim, 1985; Jones, 1985; Kagehiro et al., 1985; Neimeyer, Fukuyama, Bingham, Hall and Mussenden, 1986; Pedersen,

1985; Ponterotto & Casas, 1987; Samuda & Wolfgang, 1985; Vontress, 1985; Wyatt & Parham, 1985). Counsellors and researchers have also responded by developing training packages to be used for pre-service and in-service sessions.

One training program that has been deemed scientifically effective is Pedersen's "Triad Model for Cross-Cultural Counsellor Training" which was first proposed in 1977 and has since been used for years in hundreds of workshops throughout the United States as both for pre-service training as a unit in a practicum training course and through a series of in-service training workshops (Neimeyer et al., 1986; Pedersen, 1977, 1985; Sue, 1978).

The triad model consists of simulated cross-cultural counselling role plays among three people, i.e. a person acting as a counsellor, another as a client of a differing culture and the third as either a supportive ally to the counsellor (pro-counsellor) or an antagonist (anti-counsellor) (Neimeyer et al., 1986; Pederson, 1977). The third person points out strengths or weaknesses in the counsellor's repertoire thereby identifying unique cultural values and their impact on the interaction. The model serves to increase

awareness of cultural variation, generates specific knowledge of a given culture and helps counsellors develop skills in negotiating therapeutic cross-cultural interaction. It also helps the counsellor to better articulate the client's problem, anticipate resistance, reduce defensiveness and recover from mistakes already made (Honore et al., 1986, p. 12).

Similarly, Arrendondo-Dowd and Gonsalves (1980) have suggested an interdisciplinary program of studies for culturally effective counsellors to include basic counselling, cultural, linguistic and pedagogical competencies. They suggest mandatory courses on "Issues in Bilingual-Multicultural Education, Multicultural Counselling Perspectives, A Cultural Awareness Group Experience, Diagnosing the Abilities and Achievements of Culturally Diverse Children, Psychological Testing of Minorities and a Bilingual-Multicultural Counselling Internship" (p. 660).

Vontress (1979, 1985) is one of the few psychologists to compare psychological theories and propose one major counselling approach as most useful in cross-cultural situations. He strongly feels that existentialism or philosophy-oriented theories offer great promise to counsellors interested in bridging

cultural, racial and ethnic differences. This is the only approach that takes a holistic view of man and is generally devoid of a corpus of techniques, most of which are culture-bound and which Vontress feels are unnecessary for the cross-cultural situation.

Paradis (1981) has developed an eight-week experiential training program initially designed to enhance the cultural awareness and effectiveness of a college counselling centre staff. This program attempts to begin to address the competencies suggested by Division 17 by raising the cultural awareness of the training group participants. It uses an open-ended format in asking participants to share their knowledge of ethnic groups, to identify, clarify and break through stereotypes and prejudice of the groups and to explore their own cultural baggage and how it affects their effectiveness as counsellors.

Other more recent training programs in the United States include the Ethnic Student Training Program (ESTP) directed at helping university counselling staff work more closely with students from ethnic groups (Parker, Bingham & Fukuyama, 1985), the Development of Interculturally Skilled Counsellors (DISC) project which trains participants in three seminar courses that

involve intercultural awareness, intercultural knowledge and intercultural skill (Pedersen, 1981) and the Cultural Attitudes Repertory Technique (CART) which is a technique for exploring one's cross-cultural counselling style to be employed in a workshop setting (Fukuyama & Neimeyer, 1985). The latter program enables the counsellor to articulate specific dimensions that are relevant to their cross-cultural interactions, such as a group being "frugal" versus "compulsive" about money, "street wise" versus "street ignorant" as well as how to identify their counselling style.

The increase in the attention given to research and training in cross-cultural counselling competency has significantly increased the number and quality of graduate programs in the area. A survey conducted by Ponterotto and Casas (1987) in April of this year identifies the three leading American cross-cultural training programs as being the Counselling and Guidance Program at Syracuse University, followed closely by the counselling programs at Boston University and Western Washington University. Five other graduate programs are also identified as being excellent.

In examining similarities and differences across

the programs it appears that each program has faculty members who are seriously committed to cultural issues in counselling. This serves to sensitize faculty members who are unaware of the pressing importance of multicultural competency (Ponterotto & Casas, 1987). As well, the majority of programs require at least one course on multicultural issues in counselling. Furthermore, there seems to be an attempt to infuse multicultural issues into all program curricula. Finally, the number of ethnic minority students and faculty in the program is above the national average. The differences across programs consist of strong multicultural practice components versus research components, variations in emphases, specializations and stated objectives and lack of doctoral programs at some universities.

Even though surveys such as these identify common program elements to serve as a basis for defining a "multiculturally competent program" and are evidence of the growing commitment to serving the needs of the ethnic minority populations in the United States, there is still confusion and lack of consensus that surrounds the issue of multicultural training and competence. As Ponterotto and Casas (1987) state:

> ...until the general thrust of counselling programs becomes one of cultural pluralism, the mental health needs of the growing racial-ethnic minority population will continue to be seriously neglected...we have the information and knowledge necessary for multicultural competence; all that is needed now is to explicitly define it and implement it nationally. (p. 433)

The authors then make the following specific suggestions directed toward rectifying the situation:

1. That the American Association for Counselling and Development (AACD) and APA develop an explicit definition of multicultural competence.

2. That accrediting boards such as APA (Division 17) and the Council for the Accreditation of Counselling and Related Educational Programs (CACREP) then incorporate this definition directly into their guidelines.

3. That the ethical guidelines of APA and AACD be modified to include the factors inherent in the above definition.

4. That certification and licensing laws and exams include adequate representation of multicultural issues.

5. That renewal of certification and licensure be contingent on a specified amount of continuing education in minority issues.

6. That both AACD and APA help programs incorporate multicultural issues into their curricula by providing workshops at annual conferences and sending multicultural consultation teams to requesting programs to advise them on how to strengthen their program vis-a-vis racial and ethnic issues. (Ponterotto & Casas, 1987, pp. 433-4)

Recently, there has been both a growing interest

in and a pressing need for information in the field of cross-cultural counselling and assessment within Canada. The state of Canadian research to date can be summed up in a few words, "fragmentary, disjointed, filled with many methodological problems, and leaving many crucial questions unanswered" (Wolfgang, 1984, p. 421). The trickle of research that comes from Canada is done mainly in centres such as Toronto and Vancouver (D'Oyley & Massey, 1983; Perry & Clifton, 1985; Samuda & Crawford, 1980; Samuda & Wolfgang, 1985). Because of distinct regional variations in population makeup and the metropolitan nature of the cities noted above, more research is required in other provinces, and especially in the prairies where the issue of ethnic diversity has not been addressed systematically.

In surveying trends in counsellor training programs, it is evident that the majority of these programs in Canada do not provide adequate educative experiences with respect to multicultural concerns. The emphasis of these programs remains on basic skills such as empathy, understanding, acceptance and awareness of uniqueness. Little is done, however, to help students apply these skills to the multicultural reality. The root of this lack of focus is perhaps the

underlying faulty assumption that the counsellor and client are of the same cultural orientation and have the same life values or that cultural differences are of no consequence.

Due to the recent changes in immigration policy and the settlement of large numbers of ethnic minority peoples in the smaller as well as larger cities in Canada, counsellor educators can no longer ignore the need for more specialized training. In the professions such as career guidance and vocational counselling, testing services, community involvement, school administration, educative counselling and information resources, counsellor trainees must be encouraged to become introspective about their own values and beliefs. As well, they must be taught new skills in working with peoples from different cultures, values and traditions.

Unlike the legislation adopted by the American Psychological Association, a national commitment to addressing the needs of ethnic minority clients has been relatively low in Canada. In the past few years, however, school boards in various provinces have adopted official multicultural policies and have demanded certain minimum criteria for their

counsellors. As well, a number of authors have developed models for effective cross-cultural counselling that are sensitive to Canada's population make-up (Christensen, 1985; Wolfgang, 1985). Training institutes in Ontario, British Columbia and Alberta have very recently begun to meet the challenge and now offer graduate courses and undergraduate degree programs in the areas of multiculturalism and ethnic studies.

The Ontario Institute of Studies in Education (OISE) in Toronto offers graduate programs in education for special purposes with a focus in multicultural studies. The programs are aimed at those educators and counsellors who intend to work, or are working in a multiracial school or community setting, Canadian students interested in working and living in other cultures as well as international students. Under the leadership of Dr. Aaron Wolfgang and Dr. Peter Gamlin, students interested in the Masters program are required to take courses dealing with the psychological aspects of counselling and teaching new Canadians, second language teaching and learning, immigrant and ethnic concerns in the history of education, and various other classes dealing with the sociopolitical realities of

minority groups in Canada. Doctoral level courses deal more directly with research methods in Multicultural studies and assessment of developmental differences in multicultural contexts. A practicum in counselling in a multicultural setting is also possible, as is a second practicum in intercultural education (Ontario Institute for Studies in Education (OISE) Bulletin, 1987).

The North York Board of Education in Metropolitan Toronto has long been committed to a policy designed to develop and promote racial harmony among students, staff and within the community it serves (North York, 1981). This policy has provided the basis from which the rest of the policies and procedures were developed, one of which directly effects counsellors working within the schools. The Staff Development Unit of the Board is responsible for implementing in-service programs on an annual basis for staff to heighten their awareness and sensitivity to the needs of ethnic minority students. As well, studies in fields related to multiculturalism, immigrant education and race relations continue to be one of the priorities for granting leaves of absence with or without pay. A number of policies related to student placement and

assessment are also in effect.

In addition to numerous other race relations policies, the British Columbia Teachers' Federation (1984/5) has adopted a policy to foster and promote educational and social policies that combat and counter racism and welcome multiculturalism (37.01), a policy to provide and encourage other authorities to provide the necessary in-service programs, resources and materials to prepare members and employees for work in a multicultural environment (37.01), and a policy to develop in-service programs to assist members and employees in dealing effectively with racial/ethnic incidents, working in a multicultural mileau, and identifying and countering racist materials and language (37.10). British Columbia has for years been committed to race relations as well as education from a multicultural point of view, both of which were the focus of the province's School Trustees Association Annual General Meeting in 1985.

At the University of British Columbia, several courses in cross-cultural counselling concentrating on critically analyzing counselling theory, research and practice are available. Those who are interested in eventually working with ethnic minority students are

also encouraged to choose a field placement in a multicultural inner-city school (University of British Columbia Calendar, 1987/88).

Of the prairie provinces, Alberta has probably been the one to devote most attention to the issue of social accommodation to ethnic diversity. In June, 1983, a Committee on Tolerance and Understanding was established as a key component of the provincial government's plan of action to encourage greater tolerance and respect for others in Alberta schools. The committee, which had the most far reaching mandate of any group established by a government to address this topic, recommended strongly that Alberta adopt an explicit intercultural education policy and that the universities comply by providing adequate training for its teachers and support personnel to face the day to day realities of multiculturalism in the schools and the larger society (Ghitter, 1984).

A recent report on the status of the recommendations made by the Committee on Tolerance and Understanding (February, 1986) suggests that the faculties of Education at Alberta's post-secondary institutions will recognize and affirm their responsibility in the field of intercultural education

by ensuring that students gain the knowledge, skills and practical training through their courses of study to equip them to use an intercultural approach. As well, there are funds available for school boards to develop and provide introductory and refresher professional development in-service programs for administrators, teachers and support staff "to ensure an awareness of multiculturalism, to examine personal attitudes and increase knowledge and skills in intercultural education, to equip teachers to apply knowledge to handling stereotyping, prejudice, discrimination, racism, ethnocentrism and bigotry in the classroom and to familiarize teachers with resources that are available throughout the province" (Section 3.6; p. 19).

In Manitoba, the Ministry of Education has publicly emphasized a commitment to multiculturalism and heritage language education. In 1980, the Manitoba Teachers' Society decided to develop a multicultural education policy, which has now been proposed and is currently being circulated for discussion (Manitoba Education, 1986). The policy is reflected in three main thrusts in the educational system of the province. These are education for cultural integration, education

for cultural and linguistic development, and intercultural education.

Several initiatives by Manitoba Education include the provision of resources for the development and dissemination of programs, resource units and materials which meet the criteria of supporting and enhancing multicultural education throughout all curriculum areas, continued support for heritage language and second language education, the development of a learning resources collection through the Multicultural Educational Resource Centre, and the provision of professional development programs and in-service sessions for teachers, administrators, and support staff. The multicultural education policy is scheduled to be in full operation later this year.

In Saskatchewan, there is a numerically significant native population as well as many descendants of European settlers of diverse linguistic origin (Ukrainian, German, Russian, Polish, Icelandic, and others). The commitment to multicultural education in this province, however, has been low. Although a Multicultural Act was introduced in 1974, the purposes of the Act were to:

> ...encourage multiculturalism in the province and to provide assistance to individuals and

> groups to increase the opportunities available to them to learn about the nature of their cultural heritage and to learn about the contributions of the cultural heritages of the other multicultural groups in the province. (Chapter 101.3, The Saskatchewan Multicultural Act, 1974)

Although there was a definite "educational thrust" to the Saskatchewan Multicultural Act, it was not an education act and as such, there was no specific reference made in the act to multicultural education practices, as distinct from materials. The emphasis of the act was on cultural preservation and development, not on cultural integration. There was no mention of pre-service and in-service training of teachers, counsellors and administrators and others who work with parents and children. Nor was the issue of creating a positive and accepting atmosphere towards minority group students in the educational institutions addressed. And finally, there was no mention of the fostering of a positive relationship between the educational institutions and multicultural communities. All of these are seen as necessary aspects of education for a multicultural society (Ashworth, 1982; Elliston, 1977; Griffin, 1977; Kehoe, 1983).

Furthermore, the provincial department of education has failed to formulate a multicultural

education policy to ensure equality rights to all students. Although the Saskatchewan legislature amended section 209 of its School Act to permit a language other than English to be used as a language of instruction (1974, 1978) and further supplied a Multicultural Education Consultant in 1980, that mandate was confined to providing consultative service and in-service training for teachers of second language programs, and to the identification and promotion of print and non-print multicultural materials (TEMA, September, 1980). In practice, it is the language consultation focus that has absorbed the consultant's time and attention.

To date, the programmatic responses taken by the department are limited to a five year Action plan for Native Curriculum Development (King, 1984) and a Social Studies Task Force (Newton, 1982) which was established to review social studies programs in Saskatchewan and to suggest guidelines for the development of a new social studies curriculum. This curriculum should provide all children in Saskatchewan equal opportunities to become "flexible, self-respecting and competent learners" (Newton, 1982, p. 15).

Despite continued pressure from external sources

such as the Saskatchewan Multicultural Council (Pontikes, 1985), the Saskatchewan Association for Multicultural Education (Report on Interagency/ Organization Cooperation Seminar, June, 1985), and the Open Door Society (Unpublished Newsletters, 1985), as well as an internal assessment of the quality of education in the province (Advisory Committee on Heritage Languages, 1986; Saskatchewan Educational Psychology Association, 1986; Rongve, 1984; Simms, 1986; Tusa, 1985), there is yet no policy of multicultural education in this province. Recently, however, Pat Smith, the former minister responsible for education, made public plans to develop a policy of multicultural education (from a letter that supplemented the Report of the Advisory Committee on Heritage Languages, May 27, 1986, see Appendix 1).

The lack of a multicultural education policy has had serious repercussions on the counsellor training programs in this province. Without a written policy, the postsecondary institutions, which have historically taken the lead in the introduction of innovative trends in society, have failed to adapt pre-service programs for teachers and counsellors to accommodate high priority local needs.

Recently the Faculty of Education at the University of Regina recognized this omission in its statement on multicultural education (University of Regina, 1983). It was recommended at that time that the Faculty of Education establish an expertise in multicultural studies, methodology and curriculum development. Revision of all 100 and 200 level class content to reflect awareness of the existence and effects of cultural diversity has also been suggested, as has the provision of in-service education for faculty.

The Faculty of Education at the University of Regina currently offers two classes in cross-cultural education, i.e., Introduction to Cross-Cultural Education and Classroom Strategies for Cross-Cultural Educators. At present these classes are offered only to students in the Saskatchewan Urban Native Teachers Education Program (SUNTEP) but there are plans to open them up to all students (Saskatchewan Association for Multicultural Education, 1987). There is even talk of a multicultural/cross-cultural elementary specialization and a secondary minor in the area. Special multicultural/cross-cultural modules exist at this time in the elementary, middle years and secondary

teacher education programs. No graduate courses in cross-cultural counselling and psychotherapy are offered at this time.

Presently, the University of Saskatchewan in Saskatoon offers no courses in cross-cultural psychology, education or counselling. A few lectures and seminars have been given to graduate students in the past, but no formal training in the area is provided. The Saskatchewan Guidance and Counselling Association has not addressed the issue in detail (personal correspondence, see Appendix 2), but is interested in any information that can be obtained concerning the expressed desire for training in the area.

Assessment and Placement

Paralleling the difficulties in counselling ethnic minority students identified in the preceding section, are the inherent problems and challenges involved in their psychoeducational assessment and placement, and the provision of appropriate educational programming. There is now ample evidence that ethnic minority Canadian and American students have not benefitted from educational opportunities to the same extent that their white middle-class cohorts have (Akoodie, 1984;

Ashworth, 1982; Burke, 1984; Daudlin, 1984; Deosaran & Wright, 1976; D'Oyley & Massey, 1983; Fernando, 1984; Ghitter, 1984; Kagehiro et al., 1985; Kehoe, 1984b; Littlejohn, 1983; McLeod, 1981; Samuda & Crawford, 1980; Samuda & Wolfgang, 1985). There is a disproportionate number of minority group children in slow-learner tracks, programs for the educable mentally retarded, in classes that are vocationally oriented toward blue-collar occupations and among early school leavers.

Samuda (1984) identifies the three major difficulties in the assessment and placement of ethnic minority students as being, 1) the lack of suitable resources and materials to assess their levels of abilities, 2) the redundancy and inappropriateness of much of the training and orientation of teachers and educational psychologists and 3) the fragmentation of efforts and lack of a cohesive federal-provincial arrangement to serve the needs of these students. The following review of the literature focuses upon these major shortcomings.

Assessment Instruments

Assessment must serve the good of individuals by optimizing the effectiveness of the teacher-learning

process (Samuda & Tinglin, 1978). As a general term, assessment refers to the process of making an estimate of a student's suitability for a particular grade placement and/or program (Samuda & Crawford, 1980). Historically, intelligence and certain tests of aptitude that have been standardized on North American populations have been used by educational systems to estimate a student's potential measured on the basis of developed abilities. For those students whose English language fluency is good, whose sociocultural background is similar to the standardization group, and whose familiarity with the objective type of test is adequate, this type of assessment "may be" a fair estimate of learned performance; however, intelligence tests and other standardized tests for the assessment and placement of ethnic minority students has been seriously criticized as being "deleterious", "oppressive" and "unjust." Representative of this extreme position is the following excerpt from Samuda and Tinglin's (1978) article on this issue:

> Traditionally, psychological tests - specifically IQ and certain tests of aptitude - have been used to label, stultify, and retard the aspirations of blacks, Mexican-Americans, Puerto-Ricans, native Americans, and other ethnic minorities. The situation is much the same today. Testing, in effect, bolsters a predominant philosophy of racism

> endemic in the puritan ethic and implanted in the curricular structure of the schools, the teacher training institutions, and in the attitudes espoused by those who write the text books, as well as those who determine the content of tests. (p. 39)

Three so-called "technical problems" exist in appraising the behaviour of ethnic minority students (Samuda, 1984). These are the construction of tests, the administration of tests and the testing environment and finally, the interpretation and use of test results.

The majority of standardized tests currently in use in North American schools are highly loaded with items based on white, middle class values and experiences (Bailey & Harbin, 1980). They penalize children with linguistic styles different from those of the dominant culture, and are scored on the basis of norms derived from predominantly white, middle class standardization groups. The WISC-R, Stanford-Binet and the Wide Range Achievement Test are just a few examples of the individual and group standardized IQ tests that are culturally loaded (Beck, 1984; Mulcahy & Marfo, 1987; Olmedo, 1981; Wilgosh, Mulcahy & Watters, 1986). Items on these tests gauge an individual's potential by focussing on skills and information acquired in "majority" middle class homes, neighborhoods and

schools. There is still a pressing need for good culturally-reduced tests, i.e., those that are "less dependent on exposure to specific language symbols" (Sattler, 1982, p. 383) and pluralistic or specialized norms for members of ethnic or racial minorities.

Many of the intelligence tests employed in schools require administration in an atmosphere that may penalize culturally diverse children (i.e., white examiner, group administration). As well, the test items are often presented in a multiple choice or other objective format with which students are expected to comply. Often communication problems result when the minority group student is questioned by an examiner whose language or enunciation of English words is foreign to the student and who makes no adjustment for the speed at which items are presented.

If and when translation services are provided to the student, they too can cause problems. Translating existing tests into other languages presents methodological problems that frequently are not recognized (Olmedo, 1981; Sattler, 1982). For example, direct translations do not ordinarily yield technically equivalent forms. Often the domains sampled by the different language versions are not identical and the

translated items yield psychometric properties different from those of the original English items. Additionally, the interpretation of scores remains difficult, even after translation, because the test content remains culture-bound.

The last administration issue pertains to the examiner variable. Both American and Canadian researchers have found that most students prefer to be assessed by someone who is the same color, sex and socioeconomic status (Arbuckle, 1969; Atkinson et al., 1979; Cayleff, 1986; Magder, 1983; Pine, 1972; Russell, 1970). More recently, it has been reported that examiners who have a knowledge about self, a knowledge about the self of others and a knowledge about the world of educational and political policies and realities currently facing ethnic minority groups, can be particularly effective in cross-cultural situations (Chodzinski, 1984; Pedersen, 1985; Samuda & Wolfgang, 1985; Westwood, 1983).

The manner in which test data are interpreted and used in placement decisions is perhaps the most costly consequence of test bias (D'Oyley & Massey, 1983). Ideally, all that an examiner can infer from a test score is "the sociocultural difference between the

background of the examiner and the presumed sociocultural content of the test" (Samuda, 1984, p. 358). Tests measure past learning of a narrow range of intellectual skills while ignoring creativity, perseverance, and other criteria. Even for those students who belong to the dominant culture, tests are at best, only adequate predictors of academic success within a particular education system.

Unfortunately, teachers and psychologists may use the results of intelligence and aptitude tests as justification for providing less intensive and less challenging educational experiences, especially for ethnic minority children and/or those who share in the culture of poverty. Without taking into account the child's sociocultural, economic and familial background, they see the test score as yielding definitive and determining information. Even though theories of innate genetic inferiority, cultural deprivation and psycholinguistic deficit continue to be debated in the literature, practitioners who decide the fate of these students may fail to look beyond the test score to the individual's sociocultural background. Structural and institutional racism is bolstered when professional people become inflexibly dependent upon

data from biased testing instruments.

Recent efforts to reduce these forms of bias in the United States are worth examining. Psychologists have developed new testing procedures, are using adaptive behaviour scales as part of the total test repertoire, have increased the use of criterion-referenced measures and are interpreting test results using local or special group norms (Bailey & Harbin, 1980). These alternatives, however, are still in the developmental phase and have yet to be widely accepted as standard procedures.

The publication of the System of Multicultural Pluralistic Assessment (SOMPA) in 1979 was heralded by some educators as being the solution to testing problems in California (Beck, 1984). The SOMPA is a system of tests that attempts to incorporate medical, social and pluralistic information in the assessment of minority children between the ages of five and eleven (Mulcahy & Marfo, 1987; Sattler, 1982). Information is obtained on intellectual ability using the WISC-R; visual motor ability is assessed by the Bender Visual Motor Gestalt Test; and a child's medical history includes information on physical dexterity, weight by height, visual acuity and auditory acuity. Parent

interview data provides additional background information with respect to behaviour, sociocultural aspects and health history. The sociocultural scales are utilized to adjust the WISC-R scores, which are then compared with the scores of members of the same sociocultural group. The scores are then applied to multiple regression equations to derive an "estimated learning potential" (ELP).

On the basis of recent evaluations of the SOMPA, however, some critics are arguing that there is no justification for using the ELP to make judgments about individual children (Beck, 1984; Brown, 1979; Oakland, 1983). More applied research is required to determine the effects of use of the SOMPA in regions other than California and with various populations before informed decisions can be made.

In Canada, there is very little information on formal alternatives to standardized testing. Perhaps the province that has undertaken the most thorough research of its educational programming for minorities is Ontario. In a major study conducted by Samuda and Crawford (1980) the policies and practices employed in the testing, assessment and placement of recently immigrated students in Ontario schools were

highlighted. In general, the results obtained were discouraging for they "brought into sharper focus many problems relating to the arrival and integration of new Canadian students into the Ontario school system" (p. 245).

The Ontario study attempted to answer questions related to initial student placement, special placement, further assessment, testing during initial placement, testing during follow-up to initial placement, modification to tests, counselling during the placement process and special programs offered to new Canadian students. Comparisons were made between Metro and non-Metro Toronto boards as well as among small, medium and large boards and those with low, medium and high concentrations of ethnic minority students.

During initial placement most boards reviewed records, held an interview and oriented the student to the school. Diagnostic assessment was conducted by only one school in four and only four of the thirty-four boards surveyed made specific provision for new Canadian students (Samuda & Crawford, 1980). It is interesting to note that board data for low, medium and high ethnic concentrations indicated testing levels of

38.1 percent, 22.2 percent and 0 percent respectively. In other words, those schools with a high concentration of ethnic students never used testing during initial placement. In fact, many of the Metro Toronto boards advised extreme caution in the use of intellectual assessment instruments at any time during the student's first two years in Canadian schools.

During re-assessment, teacher-made tests were used most frequently, followed by the WISC-R and the WRAT (Samuda & Crawford, 1980). Almost all boards modified the standardized tests by allowing time extensions, omitting items or substituting words or phrases. At the elementary level, the teacher or parent most often initiated the re-assessment, whereas at the secondary level, initiation by the student was the most likely source of review. Low academic achievement and language problems were the two most frequent difficulties leading to the re-assessment.

When asked if a policy exists that requires a student to be counselled during the placement process, only 35 percent of all boards surveyed answered yes. Of these, 71 percent were Metro boards and 50 percent had high ethnic concentrations. Individual counselling was the most frequently used approach throughout the

placement process. The document analysis revealed, however, that only ten in 128 schools had a specific policy for guidance and counselling. The majority of the boards indicated that the reception and placement of new Canadians comes under the jurisdiction of Special Education and that guidance and counselling are involved only in a loosely defined manner.

When asked which special programs were offered in the various boards, the programs most frequently identified were English as a Second Language (E.S.L.), Special Learning Disabilities and Perceptual. Those boards with high ethnic concentrations all offered E.S.L., while only six of the nine with medium concentration and 12 of the 21 with low concentration did so (Samuda & Crawford, 1980, p. 235).

One of the major findings in the study was the predominant role of the classroom teacher in the design and use of tests, and in the monitoring and placement of minority students in the absence of tests. This responsibility was often carried out by teachers in the "absence of definite, articulated policies and guidelines for coping with the new Canadian ethnic minority" (Samuda & Crawford, 1980, p. 240). This finding points to the need for appropriate training or

re-training of not only board officials and counsellors but also the teachers who evaluate the student's progress, determine the content of the educational program and often activate the referral process for special classes.

In summary, the Ontario study demonstrates that certain fundamental problems inherent in the reception and placement of ethnic minority students remain unsolved. Many respondents said that, "We treat them all alike" which was interpreted to mean that students were treated alike regardless of ethnicity. The clear implication, however, was that it was the duty of the immigrant to adapt to Canadian ways and to assimilate as quickly as possible into the dominant majority culture.

Training for Assessment and Placement

The passage of Public Law 94-142, The Education for all Handicapped Children Act of 1975, was perhaps the most significant educational event of the decade in the United States (Fuchigami, 1980). The law was designed to ensure the right of education of all persons, including handicapped children and children from ethnic minorities (Sattler, 1982). Much of the impetus for the legislation was derived from the

actions and activities of special educators and parents concerned about minority issues such as "inappropriate testing procedures, labeling, disproportionate numbers of culturally diverse children in special classes, inappropriate curricula and the inadequate preparation of teachers and administrators to work with culturally diverse students and parents" (Fuchigami, 1980, p. 634).

Following the passage of Public Law 94-142, the Council for Exceptional Children established a staff position to focus on minority issues and concerns, sponsored a national conference on cultural diversity and adopted policy statements on minorities at the 1978 international conference (Fuchigami, 1980). In addition to statements on required tests, testing procedures and parent participation in program planning, teacher education was identified as being a major area of concern.

The teacher education institutions in the United States had not done an adequate job of preparing teachers and administrators for the responsibility of working with ethnic minority students. Practitioners tended to hold less positive attitudes and lowered expectations of these students. They lacked strategies

and conceptualizations to implement content related to minorities, were unfamiliar with materials related to culturally diverse children, and had been instructed by university faculty members who themselves needed training about minorities. The teacher education institutions that they graduated from lacked an overall commitment to provide information about the educational implications of cultural diversity in their teacher preparation programs.

Despite numerous funding programs for reform in teacher preparation, efforts by teacher licensing agencies and the development of standards by teacher accreditation groups in the United States, teacher and administrator ignorance about minorities continues to give rise to concern (Fuchigami, 1980). Inservice programs such as the Minority Issues Inservice Program (MIIP), however, may be changing attitudes and offering teachers and special education consultants an opportunity to function effectively in schools with multicultural populations (Preston et al., 1984).

This program, implemented as a three year joint project between the Department of Special Education at the University of Kansas and the school district of Kansas City, Missouri, employed a community-oriented

information gathering system (Preston et al., 1984). Based on information collected from local minority group representatives, handicapped persons and special education professionals, a dissemination-oriented package was developed. The package included an instructor's manual for the principal, a ten unit text for teacher trainees and a fifteen minute film strip on the program. Teachers who were participants in the project were able to move their training in minority issues from a knowledge base to a skills level through direct application in a classroom setting.

In Canada, teachers and educational psychologists have been trained to value the majority culture; seldom are they provided with professional experiences which would encourage, enhance and optimize a perspective of cultural pluralism. In essence, all educators have been trained to "match the student to the system."

Currently, there are no Canadian graduate programs to fully train psychologists in the assessment of ethnic minority students. There are, however, individual classes in the assessment of culturally different and exceptional children offered at the Ontario Institute for Studies in Education (1987). As well, recent movements in the education of minorities

have called for reform in the assessment and classification procedures as a concomitant and integral prerequisite to curricular programming for ethnic minority students.

For example, as noted above, in many school systems in Ontario, it is now deemed unethical for an ethnic minority student to be assessed until he or she has resided in Canada for at least two years (Samuda & Crawford, 1980; North York, 1981). In addition, a broad variety of information must be obtained before making diagnostic decisions. A team approach involving some measure of acculturation, adaptive behaviour, primary language, social, economic and ethnocultural background must be used. In sum, assessment is to be conceptualized as an ongoing process, identifying academic progress, particular assets and strengths and specific needs of the student over time.

Samuda (1985) proposes using a comprehensive assessment system involving a team including a teacher, school administrator, counsellor or other knowledgable professionals. The parents of the child being assessed would also have the opportunity to become an integral part of the decision-making process. In this scheme, special education would become the last option and

psychological assessment would be performed and data interpreted only after the other comprehensive and vital background information was obtained.

Chodzinski and Samuda (1985) propose a comprehensive training package to instruct practitioners in the use and implementation of non-biased assessment procedures. Their instructional model can be adapted to meet the needs of pre-service teacher candidates, graduate students in education, assessment or psychology, field practitioners such as counsellors, teachers, psychometricians and school psychologists. The model utilizes direct instruction, field observation and practicum experiences and can be delivered in the form of undergraduate or graduate courses, workshops, seminars and specific in-service consultation activities. The seven general units of study in the model include the historical antecedents related to non-biased assessment of minorities, basic statistics and test terminology, current assessment and evaluation techniques, specific issues related to cultural and ethnic differences in assessment, personal development and growth, practicum and field observations in appropriate settings and a research project (Refer to Appendix 3 for model outline).

In summary, many researchers have identified the great need for training test users in non-biased assessment methods and in the issues and concerns related to the use and misuse of tests with minority students (Chodzinski, 1984; D'Oyley & Massey, 1983; Kehoe, 1984b; Samuda, 1984; Samuda et al., 1987). Recent trends suggest that criterion-referenced testing and specific diagnostic measurement hold future promise. If educators and practitioners hope to learn about new trends and alternatives in the provision of equality education, however, it is imperative that universities, school boards, government bodies and professional organizations initiate leadership in providing appropriate training and practice in the area of non-biased assessment and placement procedures.

Federal-provincial Initiatives

After conducting the study of the assessment and placement policies and practices in Ontario schools, Samuda and Crawford (1980) concluded that:

> The implementation of multi-ethnicity requires planning at the federal-provincial level, at the provincial-municipal level, and at the community level. It is not just the business of the teachers, or the school boards, but of the average citizen. Multiculturalism represents a change of values and a shift of attitudes from the melting pot model of acculturation. (p. 245)

In 1984 in a report of the Special Committee on Visible Minorities in Canadian Society, one of the recommendations was that the Federal Ministry of Multiculturalism support research on assessment procedures which are used to place students in occupational and academic streams in schools and further encourage the development of teacher education programs (Daudlin, 1984). Unfortunately, these recommendations have not yet materialized and very little, if any, planning exists at a federal-provincial level to implement nation-wide assessment and placement practices.

Furthermore, existing provincial policies of multiculturalism and/or race and ethnic relations very vaguely define school testing, assessment and placement policies and procedures. For example, the British Columbia Ministry of Education is committed to "providing equal opportunities for students who speak English as a second language" (Magsino & Singh, 1986, p. 20). This commitment involves providing direct grants to E.S.L. programs, appointing a coordinator responsible for E.S.L. programs, operation of E.S.L. programs for adults and appointing a multicultural education coordinator. Activities intended to promote

teachers' competencies in multicultural education, prevent racist literature in the school, and further "sensitize teacher institutions as to the importance of teacher training in race relations" (p. 21) are also provincial initiatives. Nothing is said, however, about actual testing, and placement policies and practices.

Similarly, the Manitoba Department of Education has a comprehensive commitment to multicultural education manifest in its Curriculum Development and Implementation Branch. This branch has a number of heritage language, E.S.L. and multicultural education consultants working as a multicultural team (Magsino & Singh, 1986). The Winnipeg School Division No. 1 exemplifies the province's vigorous thrust into multicultural education by providing in-service training for all personnel, encouraging multicultural education program development by individual schools, providing appropriate multicultural materials and practices by school staff and encouraging input from community groups. The school division also provides E.S.L. programs to help students learn English, create positive self-perceptions of their native languages and cultures and learn about their school and community.

Therefore, the board is committed to the identification, interview, placement and follow-up of E.S.L. students but cannot clearly define student assessment and placement policy related to them.

The only specific policy statements on student assessment and placement that do exist are found at a school board level. For example, the Board of Education for the city of North York in Ontario has adopted a policy that their Educational and Community Services Department continue to develop test instruments appropriate to the needs of visible and ethnic minority students (North York, 1981). As well, the board must provide, to a newly arrived immigrant student, services by a psychologist who speaks the language of the child, or if not available, a "psycho-educational consultant working in cooperation with a multicultural consultant" (p. 5). The reasons and results of any assessment must be further communicated to the parents in the language he/she understands and the parents have the right to appeal any placement decisions made.

Similarly, the Toronto Metropolitan Separate School Board (1984) incorporates definitions of special services in its Race and Ethnic Relations and

Multicultural Policy. The board recognizes that the assessment of learning needs, the placement of students, the monitoring of placements and the involvement of parents present an ongoing challenge for the total educational community. The Special Services Department has a mandate to communicate to parents in their first language, whenever possible. The department must ensure that "psychological, educational and other formal assessment for newly arrived students and for those not fluent in English, not be undertaken until there has been sufficient time for the student to adjust to the new school and neighborhood setting (p. 13). As well, assessments must recognize the student's primary language/dialect, culture, and racial and ethnic background by offering translation services to the student and family.

The Metropolitan Separate School Board Policy also recommends that policy and procedural distinctions be made between English as a Second Language or Dialect classes, special education classes, and related placement procedures to ensure the removal of any bias toward visible minority children and/or students not fluent in English. The development of techniques and strategies for sensitizing student and special services

personnel in cross-cultural communication and cultural similarities and diversity is also seen as an important initiative as is appropriate resource and budget allocations "to ensure that assessment, guidance programme and translation materials, services and training is assured and implemented" (Metropolitan Separate School Board, 1984, p. 14).

In Saskatchewan, there are guidelines for the assessment and placement of "handicapped students" in the Special Education Policy (No. 43). In the introduction to this policy, reference is made to "minority and/or low socioeconomic status" pupils:

> It must be recognized that minority and/or low socioeconomic status presents a special set of problems in planning the education of children. Care must be taken to ensure that children from these populations are not misassigned to special education because appropriate educational alternatives are not available for them within the educational mainstream. (Saskatchewan Special Education Manual, unknown publication date, p. 2)

Although this statement informs educators and psychologists of what not to do, it gives them no guidelines on how to assess ethnic minority students or provide programming. It appears that it has been left to individual boards of education to develop their own policies and procedures to accommodate ethnic minority students.

In 1986, Glenda Simms, the Supervisor of the Regina Intercultural Education and Race and Ethnic Relations Committee submitted a report to the Regina Board of Education. The document, entitled "Multiculturalism: Strategies and Changes for Regina Public Schools" made some very specific recommendations on how to improve student services. Simms (1986) recommended that no newly-arrived immigrant student be given the WISC-R within the first two years in the system. It was suggested that alternate ways of evaluating all minority and Indian/Metis students be developed and that tutoring services become available to these students. The report further recommended that a multidisciplinary team as identified by the committee consult with the parents before testing is begun and during the placement process. In-service in cross-cultural communication and race relations was also recommended for pupil support personnel within the Regina School Division.

To date, the majority of the 55 recommendations proposed by the Intercultural Education and Race and Ethnic Relations Committee, including those dealing with discrimination, employment practices, student services, leadership, curriculum and in-service, have

not been implemented. The fall of 1987 did, however, see a new person in the board office of the Regina public school system, when an educator of Metis ancestry assumed the position of consultant for Indian and Metis education (SAME Newsletter, 1987).

The Saskatoon Board of Education also has a Race and Ethnic Relations Policy. The policy accepts Article 1 of the United Nations "Universal Declaration of Human Rights" and recognizes the importance of multicultural education, languages other than English and English as a second language. The Board requests Administration to provide opportunities for in-service programs for all staff in the areas of race and ethnic relations. The policy does not make any direct reference to student assessment and placement procedures and offers no guidelines on how to handle racial incidents.

Summary

Having reviewed the realities of counselling and assessment procedures for minorities in the Canadian education context, Chodzinski (1984) argued that:

> Counsellors must respond with creativity and imaginative dynamism to the exciting challenge of cross-cultural counselling. Guidance policy must be reviewed and

> rewritten to accommodate adjustments to the counselling process and guidance curriculum. Majority group counsellors must be prepared to undertake in-service training in concepts, implications, and strategies related to multicultural education. Counsellors should seek courses that provide training within the context of multicultural education and counselling. Specific aspects of the guidance process such as testing and career education require special consideration in that current thinking and practice do not adequately apply to students from culturally different backgrounds (Samuda, 1985). Adjustments and allowances must be made in both thinking and practice, and philosophically sound counselling and guidance policy must be provided in all schools. Counsellors must interact on a Canada-wide basis in order to promote and develop such services within the context of a Canadian multicultural education policy. (p. 406)

In fact, since this statement was made, there has been a surge of interest in cross-cultural counselling and assessment in Canada and the United States. That trend combined with the recent commitment of Saskatchewan Education to the development of a Multicultural Education Policy has provided much of the rationale for the current study. As educators in this province, pupil support personnel presumably will have an opportunity to express their concerns and feed their experiences into the development of the policy. What has been lacking, however, is empirical evidence regarding the special counselling and assessment needs

of the guidance counsellors and educational psychologists in Saskatchewan. A thorough investigation of the kind conducted in other provinces had never been performed (Robertson, West & Herman, 1982; Samuda & Crawford, 1980). Furthermore, the counsellors and educational psychologists in this province had not been given a chance to identify those counselling and assessment functions which they felt should be in place for ethnic minority students and for which special training should be provided. It was these particular circumstances and concerns that prompted the present study.

CHAPTER 3

Methodology

This chapter describes the methodology employed in the current study. A discussion of the pilot study and main study in regards to the subjects used, procedures employed and survey instruments administered is presented.

Pilot Study

Subjects

The subjects for the pilot study consisted of ten graduate student volunteers in the Department of Educational Psychology at the University of Saskatchewan for the 1986/87 academic year. Many of these students had previously worked in educational institutions and had completed various graduate courses in counselling and research methodology.

Procedure

The original survey was initially given to the ten graduate students constituting the pilot study sample. The intent of the pilot study was to establish the appropriateness of the questions, the clarity of each item and the ease with which the instrument could be completed and analyzed. Each respondent was then

requested to comment on and offer suggestions as to how the survey instrument could be improved.

As a result of the pilot study, the organization of the survey instrument was altered and the wording of a number of items was changed. In general, many of the respondents felt that the survey instrument was too lengthy and time-consuming and included too many open-ended questions. It was also suggested that the original instrument be divided into two questionnaires - one strictly for counsellors and the other for educational psychologists, with certain sections remaining common to both. In addition, a number of open-ended questions were evaluated; some were eliminated due to redundancy, others were changed to forced choice questions and still others were left unchanged in the new survey instruments.

Survey Instrument

The questionnaire used in the pilot study consisted of the following sections:

Section I Demographic Data

The initial data obtained from the questionnaire were demographic in nature. Section I was designed to measure the extent and nature of formal training the

subjects had, whether they served primarily in urban or rural areas, how long they had practiced in their current capacities, the division levels they worked in as well as the degree to which they were engaged in a number of job-related activities.

It had been discovered in previous research (Robertson et al., 1982; Ponterotta & Casas, 1987) that the extent of formal education as well as job-related experience counsellors and educational psychologists possess directly influences their knowledge of cross-cultural issues and interest in further counsellor training. Therefore, this information was deemed valuable in appraising the nature of the training needs in the target population. The location and recency of the training obtained was also seen as being an important factor in the subjects' overall sensitivity to the issues addressed in the following sections.

Due to the differences in ethnic concentration between urban and rural Saskatchewan, obtaining information on the type of area each subject served was also considered an important demographic variable.

Elementary schools in Saskatchewan have relied more on resource and special education teachers and

have historically been less well-served by pupil support personnel than have the junior and senior-high schools; therefore, information was also obtained on the division level each subject served.

Due to the variations in the actual amount of time counsellors and educational psychologists spend in each of the counselling, assessment, testing, placement and teaching functions, assessing each subject's extent of involvement in the functions was deemed appropriate. The data were not available to the public from the Saskatchewan Teacher's Federation or the Department of Education records.

Section II Student Counselling

The second section of the original questionnaire was directed at the practicing guidance counsellors and focused primarily on student counselling policy and procedures. In the review of the available literature, a policy for student counselling could not be identified at a provincial level. Therefore, it was important to identify existing policy at a school board level and whether or not the practitioners could state the major thrust of the policy if one did exist.

In the next portion of the questionnaire, an attempt was made to identify the ethnic minority groups

represented in Saskatchewan schools as well as an indication of the policies associated with student placement. Counselling procedure questions were then addressed and subjects were asked to identify the presenting problems they encountered most frequently in working with the majority and ethnic minority students so that these views could be compared to existing research.

Sue (1981) stated that ethnic minority students are poor users of the counselling services provided in schools. The questionnaire addressed this finding by including questions on the frequency with which majority and ethnic minority students were seen as well as the frequency with which various counselling techniques were used with both majority and ethnic minority students.

Following this objective measurement, the counsellors were asked to give subjective descriptions of some of the problems they felt faced ethnic minority students in the school system, the special counselling needs of these students as well as how knowledgable and proficient they felt they were in working with these students. Lastly they were asked to recall some positive and negative experiences in working with

ethnic minority students in hopes that these sentiments could be compared with those expressed by other counsellors working throughout Canada and the United States. In other words, Saskatchewan counsellors' perceptions could then be analyzed and compared with the trends in the available literature.

Section III Student Evaluation, Testing and Placement

The third section of the original questionnaire was directed at the practicing educational psychologists in the province and focused primarily on student testing, assessment and placement. Again, a policy for student assessment and placement could not be identified at a provincial level. Therefore, it was important to identify existing policy at a school board level and whether or not the practitioners could state the major thrust of the policy if one did exist.

Following this information, the survey followed the format used by Samuda and Crawford (1980) in Ontario. Questions were asked about the procedures involved during the initial placement of a student including intake procedures, evaluation factors, testing during initial placement and then placement decisions. Many of the items in this and other parts of the survey section were adopted from the Samuda and

Crawford study for comparative purposes.

After the initial placement of a student, there is often a review and replacement of the student into a more appropriate program. A number of questions were then asked about the review process. Again the questions corresponded closely to the Ontario study but many of the original open-ended questions were changed into forced choice format. Subjects were always asked to comment on review procedures for majority students and then for specific ethnic minority students in order to discern if any differences existed in how these students were handled in the educational process.

At this point, the current survey altered drastically from the original. Instead of asking questions about the counselling process, as was done in the Ontario study, the subjects were asked to make subjective statements about what they felt were the most difficult aspects of the placement process for ethnic minority students, any suggestions they had for alternative approaches, new or different programs, new methods or any other factors which might improve the quality of student placements and finally if the need for other tests in the assessment of ethnic minority students was there.

This final part of Section III was designed to allow subjects an opportunity to express their unique concerns and approaches in assessing ethnic minority students. As well, by making statements about particular ethnic groups, more information on the focus of future in-service at local levels was ascertained.

Section IV Attitudes Toward Multiculturalism

To obtain a measure of attitudes towards multiculturalism, Section IV of the survey instrument employed an adaptation of the Majority Attitudes Study (Berry et al., 1977). This study was designed to assess the ethnic attitudes of a national sample of Canadians in 1976. Taken from this document were the complete lists of questions measuring Authoritarianism, Ethnocentrism and Personal Values. A standard seven point Likert scale was used to elicit responses to the first two of the three lists of items. The personal values were analyzed using parametric statistics. Means, standard deviations and composite ranks were obtained for each value.

Many authors believe that multiculturalism in education is an attitude which pervades education by permeating the entire educational system of which it is a part (Ashworth, 1982; McLeod, 1981). Because of

this, multiculturalism must be lived and demonstrated, not merely taught one period a week. If counsellors and educational psychologists hope to ensure equality in the counselling and placement of all students, they must believe in the fundamental concepts of multiculturalism and cultural pluralism.

Measures of authoritarianism, ethnocentrism and personal values have been shown to be related with ethnic attitudes and prejudice in previous research (Adorno, Frenkel-Brunswick, Levinson & Sanford, 1950; Christie & Cook, 1958; Berry et al., 1977). Adorno and his co-workers, in their attempt to discover the psychological basis of prejudice, hypothesized that prejudice is a function of the primarily unconscious personality characteristics, authoritarianism and ethnocentrism. The authoritarian character structure consists of a complex syndrome of traits such as the "uncritical acceptance of an idealized moral authority, a strong desire to be aligned with authority figures and to be part of an idealized in-group and a vigilance for those who violate conventional attitudes" (Berry et al., 1977, p. 49). The authoritarian person is preoccupied with power and toughness, intolerant of ambiguities and is very rigid. To him, people are weak

or strong and relationships with other people are characterized by ethnocentrism, which involves positive attitudes towards in-groups, negative attitudes towards out-groups and the belief in the inferiority of out-groups.

The Majority Attitudes Study (Berry et al., 1977) employed an authoritarianism scale, composed of eight items and an ethnocentrism scale of six items that had shown high item-correlation in the original study of the authoritarian personality performed by Adorno and his co-workers, and that were suitable in the Canadian context. The 1976 study also included a personal values scale to measure Canadians' idealized end-states of existence and idealized modes of behaviour.

All three scales used in the Majority Attitudes Study were used in the current research because they were suitable for administration in the survey format and provided an idea of multicultural and ethnic attitudes of the pupil support personnel comprising the survey sample. In addition, they had been employed in other research within Canada, thereby allowing comparisons to be made.

Section V Information and Training Needs

Following the attitude section, the questionnaire

concentrated on the individual and institutional training/information needs as assessed by the pupil support personnel. Initially, the subjects were asked to identify those professional associations that they were currently involved with in order to assess the avenues for possible in-service. They were then asked to state whether or not they felt the education/ training that they had received at university equipped them to work well in intercultural situations.

To get a more detailed appraisal of their formal training in the area, the respondents were asked to rate the adequacy of their formal training in preparing them in the nine competencies identified by the APA's Division 17 of Counselling Psychology as being important for cross-cultural counselling and assessment. They were then directed to comment on their current level of functioning in the competency areas, the local importance of each competency, where or how they received the preparation they had and their interest in pursuing further training in each cross-cultural competency area.

The format of a similar study conducted in Alberta in 1982 was adopted to measure these training needs (Robertson et al., 1982). That study was specifically

designed to provide information concerning the adequacy and quality of guidance and counselling in Alberta schools.

Following the questions on the nine skill areas, the current research attempted to gauge the need for institutional initiatives in the area of multicultural education, counselling and assessment. This part of Section V drew upon the initiatives already adopted by the Manitoba Department of Education (Manitoba Education, 1986). Finally, the respondents were asked to rank order the preferred modes for further training in the area of cross-cultural counselling and assessment.

Section VI Evaluation and Comments

Section VI gave the respondents an opportunity to evaluate the survey instrument. They were asked to comment on the appropriateness of the items, what changes would have made the questionnaire better and what factors had been overlooked in the questionnaire design. Ample space was provided at the end of the page for any further comments and/or concerns the respondents may have had.

Main Study

Subjects

The subjects for the main study constituted a self-selected research sample. The population was comprised of 48 educational psychologists and 94 guidance counsellors who were employed at least 25 percent of their time in the practice of guidance in the elementary and secondary schools of the province of Saskatchewan for the 1986/87 school year.

The names of the counsellors and educational psychologists were obtained from the Saskatchewan Teachers' Federation Special Subjects Council and the Department of Education Information Systems. Written consent of the Saskatchewan Guidance and Counselling Association (SGCA) and the Saskatchewan Educational Psychology Association (SEPA) to survey their membership who were practicing counsellors and educational psychologists was obtained.

A total of 22 educational psychologists and 53 counsellors responded to the survey, signifying a response rate of 48% and 55% respectively. However, this response rate is at best a conservative estimate of the number of counsellors who actually work 25% of their time in Saskatchewan schools, as specific

information about the number of counsellors in Saskatchewan schools was not available from the identified sources.

Procedure

Two separate questionnaires were employed in the main study. The counsellor questionnaire consisted of the revised Sections I, II, IV, V and VI used in the pilot study and was mailed only to the counsellors constituting the target population. The educational psychology questionnaire consisted of the revised Sections I, III, IV, V and VI of the original survey instrument and was mailed to the educational psychologists in the target population. Accompanying each questionnaire was a letter describing the purpose of the study, endorsement from the respective professional association as well as directions and definitions helpful in completing the questionnaire (Refer to Appendixes 4 and 5 for the covering letter and each of the counsellor and educational psychology questionnaires). Stamped, addressed return envelopes were also included to increase the response rate.

Within six weeks of the initial mailing, reminder letters were mailed to those people in the target population who had not yet responded to the initial

mailing. Subsequent to that, additional copies of the questionnaire were mailed to those people who expressed an interest in participating in the study but had misplaced their questionnaire in the interim period.

Due to some unforseen procedural problems in obtaining counsellor participation in one major Saskatchewan city, written permission was obtained from the city board of education to resurvey their school counsellors. Those counsellors in the city who had not yet responded to either the initial mailing or the reminder letter were then sent additional copies of the questionnaire accompanied with a letter stating that the board of education endorsed the survey and approved the release of the requested information.

CHAPTER 4

Analyses and Results

Analyses of Data

A series of frequency counts and percentages were obtained for the questionnaire data. In addition, for those variables for which rankings were obtained, means, standard deviations and composite ranks were calculated.

The total sample data were sorted by respondent type (i.e., counsellors and educational psychologists), length of work experience, primary service area, most recent degree and by interest in further training in order to derive more meaningful frequency data.

Presentation of Results

At the end of Chapter 1, ten research questions were identified as constituting the focus of the present study. These questions are answered in Chapters 4 and 5, and are organized in the following manner:

- Questions 1 and 2 focus on student assessment and placement instruments and practices employed in the schools of this province. The majority of this

information derives from Section II of the Educational Psychology Questionnaire and is presented in Tables 8 through 24 in Chapter 4.

- Questions 3 and 4, which focus on guidance and counselling procedures in the province are then addressed. The bulk of this information is taken from the answers to Section II of the Counselling Questionnaire and is summarized in Tables 25 through 32 of Chapter 4.

- Following the discussion of counselling procedures, the Individual and Institutional Training/Information needs, as addressed in research questions 5, 6 and 7 are reported. This information is derived from Section III of both questionnaires and is presented in Tables 33 through 47.

- Research question 6, which focuses on the attitudes of the respondents toward multiculturalism, is answered with the results of Section IV of both the counselling and educational psychology questionnaires.

- The answers to research question 9 is obtained by comparing the results of questions 1 to 4 and 6 with past research. Question 10 is addressed by examining the answers to research questions 5, 7 and 8 and comparing these to the available literature. Answers to both of the latter questions are presented in

Chapter 5 as a discussion of the present study. Recommendations for action based on the present findings and suggestions for future research, are then offered.

Before the ten original research questions are addressed, a description of the research sample is presented. This description is facilitated by summaries of demographic characteristics and training/experience information provided in Tables 1 through 8.

Description of the Sample

As reported in Chapter 3, 53 counsellors and 22 educational psychologists responded to the survey instrument, indicating a response rate of 55% and 48%, respectively.

As shown in Table 1, half of the total sample works in urban centres only; however, it is evident that the majority of urban workers are counsellors. Of the educational psychologists in the sample, 55% serve both urban and rural areas.

The percentages in Table 2 indicate that more than half of the total sample has worked in their current position less than five years. Another quarter have worked between six and ten years, and only 19.2% have

Table 1

Percentage of Respondents by Primary Service Area

Service Area	Total Sample n = 75	Counsellors n = 53	Ed Psychs n = 22
Urban Only	50.0%	61.5%	20.0%
Rural Only	23.6%	23.1%	25.0%
Both Urban and Rural	26.4%	15.4%	55.0%

worked ten or more years, as counsellors or educational psychologists. In general, it appears that the counsellors have longer work experience than do the majority of the educational psychologists.

Table 2

Percentage of Respondents by Length of Experience

Length of Exper.	Total Sample n = 75	Counsellors n = 53	Ed Psychs n = 22
0 - 5 years	54.8%	51.9%	61.9%
6 - 10 years	26.0%	26.9%	23.8%
10 plus years	19.2%	21.2%	14.3%

Table 3 summarizes the level of formal education of the respondents. Overall, it is clear that the majority of the respondents possess a graduate degree. When the results for counsellors and educational psychologists are examined separately, however, it becomes apparent that only 57.6% of the counsellors have graduate level training as compared with 95.0% of the educational psychologists.

In addition, the majority of the respondents (70.0%) were trained at the University of Saskatchewan. Another 21.0% were trained at the University of Regina, with the remaining 9.0% obtaining their training in other Canadian or American institutions.

The percentages in Table 4 indicate that the majority of the counsellors and all of the educational psychologists in the sample received their training during the last 17 years. As a large number of educational psychologists (20%) were trained after 1985, it would appear that many of them are currently in their first job placement.

Table 5 summarizes the type of school served by the respondents. In general, close to half of the respondents work in senior high schools, indicating that elementary schools are less well served by such

Table 3

Respondents' Most Recent Degree

Degree	Total Sample n = 75	Counsellors n = 53	Ed Psychs n = 22
Bachelor's			
B.A.	5.6%	5.8%	5.0%
B.Ed.	26.4%	36.5%	0%
Total	32.0%	42.3%	5.0%
Graduate			
P.G.D.	20.8%	23.1%	15.0%
M.Ed.	37.5%	28.8%	60.0%
M.S.	5.6%	0%	20.0%
Ph.D.	1.4%	1.9%	0%
Other	2.8%	3.8%	0%
Total	68.1%	57.6%	95.0%

personnel than are the high schools in this province. The majority of counsellors work at the high school level, whereas the majority of educational psychologists serve students from kindergarten to grade 12. Two-thirds of the educational psychologists actually were hired as shared services personnel to serve more than one school division.

Table 4

Percentage of Respondents by Year Most Recent Degree Obtained

Year	Total Sample n = 75	Counsellors n = 53	Ed Psychs n = 22
Before 1970	11.4%	16.0%	0%
1970 - 1980	45.7%	46.0%	45.0%
1980 - 1985	31.4%	30.0%	35.0%
After 1985	11.4%	8.0%	20.0%

Table 5

Types of Schools Served by Respondents

Type of School	Total Sample n = 75	Counsellors n = 53	Ed Psychs n = 22
Elementary	5.5%	7.7%	0%
Junior High	5.5%	7.7%	0%
Senior High	47.9%	67.3%	0%
Collegiate	8.2%	9.6%	4.8%
K-12	13.7%	7.7%	28.6%
Other	19.2%	0%	66.7%

The results presented in Table 6 show that counsellors are most often mainly responsible for student counselling, and are involved in student assessment, testing and placement only to a minor degree. Similarly, the educational psychologists are most often responsible for student assessment, testing and placement and are minimally involved in student counselling. Approximately 25% of both groups have major teaching responsibilities. These findings support the decision made regarding mailing the counselling questionnaire solely to the counsellors in the province and the assessment and placement questionnaire only to the educational psychologists.

As shown in Table 7, the degree of involvement in professional activities is related to the primary service area of the respondents. For example, those individuals working in rural areas only are much more involved in teaching than are those working in urban areas only or both urban and rural areas. If we look at the results of Table 7 in relation to Table 1, it becomes clear that the degree of involvement in student counselling, testing, assessment and placement corresponds closely to the availability of pupil support personnel in those areas.

Table 6

Respondents' Degree of Involvement in each Professional Activity

Professional Activity		Degree of Involvement			
		Total	Major	Minor	No
Counselling	T	11.1	55.6	26.4	6.9
	C	15.4	67.3	15.4	1.9
	EP	0	25.0	55.0	20.0
Assessment	T	1.4	32.9	49.3	16.4
	C	1.9	11.5	63.5	23.1
	EP	0	85.7	14.3	0
Testing	T	0	28.8	49.3	21.9
	C	0	11.5	57.7	30.8
	EP	0	71.4	28.6	0
Initial Placement	T	2.8	29.2	45.8	22.2
	C	3.8	26.9	38.5	30.8
	EP	0	35.0	65.0	0
Placement Review	T	0	25.4	57.7	16.9
	C	0	21.2	57.7	21.2
	EP	0	36.8	57.9	5.3
Teaching	T	0	25.0	23.5	51.5
	C	0	25.0	26.9	48.1
	EP	0	25.0	12.5	62.5

Note. T = Total sample
C = Counsellors sample
EP = Ed. Psych sample

Table 7

Degree of Involvement in each Activity by Service Area

Professional Activity		Degree of Involvement			
		% Total	% Major	% Minor	% No
Counselling	U	14.3	77.1	8.6	0
	R	5.9	35.3	52.9	5.9
	B	10.5	36.8	36.8	15.8
Assessment	U	2.8	22.2	61.1	13.9
	R	0	29.4	41.2	29.4
	B	0	57.9	31.6	10.5
Testing	U	0	11.1	63.9	25.0
	R	0	35.3	41.2	23.5
	B	0	57.9	26.3	15.8
Initial Placement	U	5.7	34.3	40.0	20.0
	R	0	23.5	47.1	29.4
	B	0	26.3	52.6	21.1
Placement Review	U	0	30.6	61.1	8.3
	R	0	17.6	47.1	35.3
	B	0	23.5	58.8	17.6
Teaching	U	0	14.7	35.3	50.0
	R	0	47.1	5.9	47.1
	B	0	18.8	18.8	62.5

Note. U = Urban R = Rural B = Both Urban and Rural

Summary

The counsellors in the research sample are characterized by a great degree of homogeneity. They generally serve the urban centres in the province, have

had under ten years counselling experience, are split almost half and half in terms of level of formal training (bachelors or graduate), obtained their training post-1970 in primarily Saskatchewan training institutions, work primarily in senior high schools and collegiates and are involved to a major degree in student counselling and to a minor degree in student assessment, testing, placement, review and teaching.

Most of the educational psychologists, on the other hand, serve conjointly rural and urban centres. They generally have less than five years experience, are very recent graduates of Saskatchewan institutions and serve students from kindergarten to grade 12. They are involved to a major extent in student assessment and testing, to a minor extent in student counselling, initial and review placements, and very seldom do any teaching.

Student Assessment and Placement

Section II A of the educational psychology questionnaire dealt with school or board policy regarding student assessment, testing and placement. The survey responses to question 1, as shown in Table 8, indicate that half of the boards have a general

policy for student assessment and placement, but very few have a specific policy for these practices with ethnic minority students.

With respect to the "policy statements" submitted by or referred to by the psychologists, a number (14%) said that they "follow the directives set down by the Department of Education" but did not elaborate.

Table 8

Existence of Assessment and Placement Policy at School Board Level by Type of Student

	Type of Student	
Response	Majority	Minority
No	42.9%	76.2%
Yes	52.4%	14.3%
Being Developed	4.8%	9.5%

According to two respondents "Parental and student consent must be obtained prior to testing, and testing and assessment is to be conducted by qualified personnel." In some areas, the director responsible for special services fills out an extensive five page

referral form including a developmental history of the child. This form is reviewed by the educational psychologist.

For the 42.9% of schools in the province that do not have a stated policy for student assessment and placement, it is assumed that the tests used and procedures followed are up to the discretion of the individual(s) responsible for the process, i.e., the educational psychologist or special education consultant.

The only "policy statement" offered regarding the assessment and placement of ethnic minority students reads, "As professionals we are conscious of the cultural bias of test materials. As with other students, minority group individuals are placed based on personality, background, academic assessments, etc."

After responses to the policy statements were obtained, the educational psychologists were asked to identify the major ethnic groups represented in their school(s). The most frequently cited ones were the Native Indian, Metis and Asian groups.

Initial Placement

The survey responses, as shown in Table 9, suggest that when a student arrives in the system for initial

placement, a review is undertaken of any records presented and the student (and often the family as well) is interviewed. Usually the system has a routine whereby the student is familiarized with the school facilities. Only half of the respondents said that diagnostic assessment is routine procedure. Table 9 shows that these procedures are standard for all students, including ethnic minority students, and that no other intake procedures are considered to accommodate the latter.

Table 9

Existence of Intake Procedures by Type of Student

	Type of Student	
Intake Procedures	Majority	Minority
Records are Reviewed	82.4%	82.4%
School Familiarization	64.7%	64.7%
Interviews with Student and/or Family	52.9%	58.8%
All Students Diagnostically Assessed	17.6%	11.8%
Some Students Diagnostically Assessed	58.8%	64.7%
Other	35.3%	27.8%

Table 10 shows that a student's academic history - including school grades, prior programs, and test data - is most often considered in initial assessment. Following this, in addition to the assessment by the classroom teacher, the interview involving the parent and teacher is used to make initial placement decisions.

Table 10

The Most Frequently Used Factors in Initial Assessment

Factor	Frequency	Rank
Academic History Evaluation (schools, grades, programs, test data)	16	1
Interview (student, parent, teacher)	11	2
Assessment by Classroom Teacher	10	3
Developmental History (physical, medical)	8	4
Standardized Tests of General Ability	6	5
Personal Demographic Information (age, sex, country of origin)	4	6
Standardized Tests of Verbal Skills in English	2	7
Standardized Tests of Mathematical Skills	0	8

Testing During Initial Placement

Question 6 in the educational psychology survey

instrument was designed to find out the kinds of tests which are used during the initial placement of students. Table 11 (columns 1 and 2) summarizes the responses to question 6 and indicates the percentage of educational psychologists who used the eight most frequently ranked tests. If and when standardized tests of ability are used for initial placement, the WISC-R, Stanford-Binet, the WRAT, and Bender Gestalt are ranked the four highest. The Woodcock Johnson, which didn't appear on the test list in the questionnaire, was identified as another frequently used test for initial placement.

Similar tests are used by the boards for ethnic minority students, although some variation does exist in the frequency of use. (See Table 11, columns 3 and 4) The Canadian Test of Basic Skills, which is an achievement test, is used more often with this group than with majority students and the Stanford-Binet is used a little less frequently. Overall, the testing instruments used with majority and minority students do not differ substantially.

Questions 9 and 10 of the educational psychology questionnaire were included to ascertain whether or not the tests used for ethnic minority students were

Table 11

The Most Frequently Used Tests 1) During Initial Placement, 2) With Ethnic Minority Students, and 3) During Reassessment

Test		1. During Initial Placement Freq.	Rank	2. With Ethnic Minority Students Freq.	Rank	3. During Reassessment Freq.	Rank
WISC-R	O	11		13		9	
	F	8	1	5	1	4	1
	S	2		3		3	
	W	51		52		38	
Stanford-Binet	O	4		3		4	
	F	7	2	5	4	3	4
	S	7		6		4	
	W	34		25		22	
WRAT	O	3		5		4	
	F	6	3.5	6	3	7	2
	S	8		4		4	
	W	29		31		30	
Bender Gestalt	O	4		3		3	
	F	6	3.5	6	5	6	3
	S	5		2		3	
	W	29		23		24	
Draw-A-Person	O	6		0		1	
	F	3	5	5	6.5	6	5
	S	4		3		4	
	W	28		13		19	
WPPSI	O	2		1		3	
	F	5	6	4	6.5	2	6.5
	S	7		7		4	
	W	23		18		17	

Table 11 (continued)

The Most Frequently Used Tests 1) During Initial Placement, 2) With Ethnic Minority Students, and 3) During Reassessment

		1. During Initial Placement		2. With Ethnic Minority Students		3. During Reassessment	
Test		Freq.	Rank	Freq.	Rank	Freq.	Rank
Canadian Test of Basic Skills	O	5		8		2	
	F	1	7	3	2	4	6.5
	S	5		2		3	
	W	22		32		17	
Peabody	O	2		2		0	
	F	4	8	4	8	1	8
	S	7		4		8	
	W	21		18		10	

Note. O = Often (3) F = Frequently (2)
S = Seldom (1) W = Total Weighting

During initial placement, the WPPSI was used
often by 2 people (3 x 2) = 6
frequently by 5 people (2 x 5) = 10
seldom by 7 people (1 x 7) = 7
Total weighting = 23

modified in any way to compensate for cultural differences and if so, how. Respondents were first asked on questions 9a and 9b whether they modified the tests in any way when testing minority students. As indicated in Table 12, the amount of modification is minimal. The only modifications that are made are

substitution of items (28.6%) and translation of items into the student's mother tongue (28.6%).

Table 12

Percentage and Type of Modification for Cultural Differences when Testing During Initial Placement

Respondents	Frequency	Percentage
Those who modify	3	13.6%
Those who don't modify	19	86.4%
Type of Modification		
Addition of Items	0	
Elimination of Words/Phrases	0	
Omission of Items	1	
Substitution of Items	2	
Substitution of Words/Phrases	1	
Time Extension	1	
Translate into Mother Tongue	2	

Questions 10a and 10b then ask the educational psychologists whether or not they compensate for cultural differences in interpreting the test results.

Table 13 summarizes their responses. Interestingly, the vast majority (90.0%) of psychologists reported that they do try to compensate for cultural differences.

Table 13

Percentage and Type of Compensation for Cultural Differences when Testing During Initial Placement

Respondents	Frequency	Percentage
Those who compensate	20	90.9
Those who don't compensate	2	9.1
Type of Compensation	**Rank**	**% of Responses**
Indicate that scores are not precise	1	80.0
Other	2	40.0
Indicate that scores should be ignored in making decisions	3	20.0
Add points to the score	4	0

The compensation used most frequently is "indicating that the score is not precise." The "other" category includes such responses as the elimination of vocabulary and comprehension subtests,

using local norms when available, and explaining the cultural differences when writing the report. Only 20% of those who reported using compensatory strategies recommended that test scores should be ignored in making placement decisions; therefore, it is assumed that the test results obtained for ethnic minority students are being reported and used but are generally accompanied by a cautionary note regarding their precision.

Question 10c in Section II of the educational psychology questionnaire was meant to determine the extent to which a "team" approach is used in the placement of students. As shown in Table 14, the classroom teacher is most often consulted for help and information regarding the student, followed by consultation with the parents and the special education teacher. The school counsellor is less frequently consulted, as is the ESL teacher.

The frequency data obtained regarding the placement process indicate strongly that it is also the classroom teacher who most often initiates the testing process (42.9%). The special education consultant or educational psychologist is identified as the person who most often determines which tests are to be used

Table 14

People Consulted for Help and Information Regarding the Student During Initial Placement

People	% Yes Response
Consultant/Team	50.0
Counsellor	31.8
Parents	95.5
Principal	63.6
Psychologist	40.9
Classroom Teacher	100.0
Special Education Teacher	77.3
ESL Teacher	27.3
Student	54.5
Superintendent	36.4

and who is to administer the tests. It is most often the school principal who actually places the student, although this is often with the aid of the consultant. The final report on testing for initial placement is most often prepared by the educational psychologist or consultant, and the results are usually forwarded to the principal and the classroom teacher.

The final report on the test results is usually made in the form of a written report, a case conference, and an interview or a series of oral communications. A follow-up report in writing is an integral part of the procedure in 75% of the cases. Where case conferences are held, they usually precede the placement decision.

Questions 14, 15, 16 and 17 in Section II were directed to finding out about the nature and extent of special placement when a student transfers into a division or school. Respondents were initially asked to state what factors would indicate a need for special placement. Table 15 gives a frequency count, percentage scores and rankings of the responses obtained.

In general, it appears that many schools do make special placements, and the foremost reasons are "special placement previously" and/or a "major handicap." Behaviour problems are perhaps the least common basis for special placement.

When asked if procedures employed in special placement differed substantially from those involved in regular placement, 81% of the respondents said that they did. Following that, the respondents were asked

Table 15

Factors Indicating a Need for Special Placement Initially

Factor	Frequency	%	Rank
Special Placement Previously	17	77.3	1
Major Handicap	16	72.7	2
Low Level Achievement	14	63.6	3
Poor Language Development	13	59.1	4
Behaviour Problem	10	45.5	5
Never Use Special Placement Initially	1	4.5	

to define how special placement procedures, if employed, actually differed from those used to place students in regular programs.

Table 16 summarizes the frequencies with which referral and assessment for special placement procedures are used. The school psychologist is most often the professional to whom a student is referred, followed by referral to the special education consultant. Of the four types of further assessment, the one involving monitoring or assessment in a special problem area only, seems the least prevalent.

Table 16

Main Types of Referral and Assessment used by Boards and Schools Operating Special Placement Procedures

Procedure	Frequency	% Yes
Referral to Special Services	5	26.3
Referral to Special Education	10	52.6
Referral to School Psychologist	14	73.7
Referral to Parents	6	31.6
Immediate Assessment with Special Placement	7	36.8
Immediate but temporary regular placement	7	36.8
Assessment after a waiting/ monitoring period	7	36.8
Assessment in suspected area of problem only	2	10.5

When asked whether or not the students in the province need special programs which are currently not available, 91% of the respondents said yes. They then identified special education programs for behaviour problems, special education programs for the emotionally disturbed, external vocational and/or occupational placements, special education programs for the gifted and native education programs as the five

most frequently needed ones. See Table 17.

Table 17

Five Most Frequently Ranked Programs Needed in the Province

Program	Frequency	Rank
Special Education Programs/Behavioral	13	1.5
Special Education Programs/ Emotionally Disturbed	13	1.5
External Placements (Vocational, Occupational)	6	3
Special Education Programs/Gifted	5	4.5
Native Education Programs	5	4.5

Review of Initial Placement

At initial placement, a student is normally placed with his or her age group or assessed in some special way as has just been discussed. Such placements may require review, and this possibility was considered in questions 17 through 26 of Section II. First, the respondents were asked to state how a review was most likely to be initiated. A list of six possible responses was provided, and the respondent was asked to

check two of the six options.

A summary of the factors and their respective frequency counts and rankings are presented in Table 18. "Request by the Teacher" was clearly the first choice, with 95% of the respondents identifying that factor. This is to be expected, as the teacher is often the one who has had the closest contact with the child since the initial placement. The second most frequently cited option was the "routine screening of the student's progress", followed by "request by the parent." It is expected that the routine screening of the child's progress would be in the form of the report card and/or parent interview occurring at regular intervals throughout the school year, so that, in some respects, this would also be a kind of review by the teacher.

In order to ascertain what special circumstances would initiate a reassessment for an ethnic minority student, respondents were asked to check one of four options. As indicated in Table 19, "low academic achievement" was seen by most educational psychologists as the most frequent reason for reassessment. The other factors such as language problems, social and emotional adjustment, and unusual performance lagged well behind.

Table 18

Most Likely Way in Which a Review of Placement is Initiated

Factor	Frequency	%	Rank
Request by teacher	20	95.2	1
Routine screening of progress	13	61.9	2
Request by parent	6	28.6	3
Request by counsellor/ psychologist	2	9.5	4.5
Complaint from student	2	9.5	4.5
Request from outside source	1	4.8	6

Table 19

Most Frequent Reason for an Ethnic Minority Student to be Referred for Reassessment

Reason	Frequency	Rank
Low academic achievement	15	1
Language problem	3	2
Other	2	3
Social/emotional adjustment	1	4
Unusual performance	0	5

Respondents were also asked which three factors were given the most importance in reviewing a placement for both majority and ethnic minority students. These questions (19 and 20) were, therefore, analogous to question 5 which considered these factors during initial placement. Table 20 summarizes the choices made for the majority and ethnic minority student groups.

Whereas the child's "academic history evaluation" was considered the most important factor in reviewing a placement for a majority student, it was seen as second in importance for the review of an ethnic minority student. Similarly, the factor seen as most important for review of ethnic minority student placement, i.e., "assessment by classroom teacher" was tied for second with "standardized testing of general ability" for the review of a majority student.

Overall, the factors considered important for reassessment for both groups of students were very similar, and in both cases the classroom teacher's assessment and academic history were accorded major importance. "Personal demographic information" which includes information about a child's country of origin, age and sex as well as the interview with the child and the child's parents, ranked fourth and fifth out of the

Table 20

The Most Important Factors in Reassessment by Type of Student

Factor	Type of Student			
	Majority		Minority	
	Freq.	Rank	Freq.	Rank
Academic History Evaluation (schools, grades, programs, test data)	16	1	16	2
Assessment by Classroom Teacher	13	2.5	17	1
Standardized Tests of General Ability	13	2.5	10	3
Interview (student, parent, teacher)	11	4	9	4
Personal Demographic Information (age, sex, country of origin)	2	5.5	3	5.5
Development History (physical, medical)	2	5.5	3	5.5
Standardized Tests of Mathematical Skills	1	7.5	1	8
Standardized Tests of Verbal Skills in English	1	7.5	2	7

eight options presented. In general then, it appears that test scores and formal assessment are paramount to

the review process in this province.

Question 21 of the educational psychology questionnaire examined the use of tests as follow-up to initial placement. As seen in Table 11, columns 5 and 6 (on page 118), the standardized tests such as the WISC-R, WRAT, Bender-Gestalt and Stanford-Binet are often used in the reassessment process, although somewhat less frequently than during initial placement of both majority and minority students.

As in question 9 regarding testing during initial placement, question 22 was intended to determine whether or not tests were modified in a way to compensate for cultural differences during the reassessment process. Table 21 summarizes the results and again indicates a very low frequency of modification. If and when modifications are made, the most frequently used ones are the substitution of words and phrases and allowing more response time.

Question 23 asked psychologists whether or not they compensated for cultural differences in interpreting the test results during student reassessment. As shown in Table 22, almost all respondents do compensate for cultural differences. The compensations used most frequently are "indicating

Table 21

Percentage and Type of Modification for Cultural Differences when Testing During Reassessment

Respondents	Frequency	Percentage
Those who modify	16	20.0
Those who don't modify	4	80.0
Type of Modification		
Addition of Items	0	
Elimination of Words/Phrases	1	
Omission of Items	1	
Substitution of Items	1	
Translate into Mother Tongue	1	
Substitution of Words/Phrases	2	
Time Extension	2	

that scores are not precise" and "other" which often included providing background information on the child or eliminating the subtests focusing primarily on language. "Indicating that test scores should be ignored" in making decisions was ranked third, and none

of the respondents compensated by adding points to the score.

Table 22

Percentage and Type of Compensation for Cultural Differences when Testing During Reassessment

Respondents	Frequency	Percentage
Those who compensate	18	90.0
Those who don't compensate	2	10.0
Type of Compensation	**Rank**	
Indicate that scores are not precise	1	83.3
Other	2	56.7
Indicate that scores should be ignored in making decisions	3	16.7
Add points to the score	4	0

As in initial placement, it is most often the classroom teacher who initiates the testing for reassessment. The consultant or educational psychologist is again responsible for deciding which tests will be used (90%) as well as for administering

the tests (88.9%). The consultant, more often than the principal, actually places the child during review and is the one who prepares the report which is then received by the principal. Again, a written report, case conference and interview or oral communication generally occur before a student is re-placed.

As shown in Table 23 the classroom teacher and special education teacher are always consulted for help and information regarding the student during reassessment. The parents of the child are also frequently involved in the process, as are the principal and psychologist.

Questions 27 to 29 in the survey instruments for educational psychologists were open-ended questions designed to tap the experience of the respondents regarding the problems of placing new students, and to ascertain their views on how these problems might be solved. Question 27 asked what the respondents thought was the most difficult part of the placement process. As indicated in Table 24, "language problems or barriers" was the most frequently cited type of problem. Examples of the responses involving language were, "Language barriers deter effective communication - impede academic progress in language-based education

Table 23

People Consulted for Help and Information Regarding the Student During Reassessment

People	% Yes Response
Consultant/Team	42.9
Counsellor	28.6
Parents	85.7
Principal	81.0
Psychologist	61.9
Classroom Teacher	100.0
Special Education Teacher	100.0
ESL Teacher	23.8
Student	47.6
Superintendent	28.6

systems", and, "Placing them in a classroom in which they will feel comfortable and not frustrated while learning the English language if they happen to be new immigrants."

In conjunction with the language barriers was the lack of adequate English as a Second Language (ESL) Programs, and of other alternative programming for

Table 24

Factors or Areas Judged the Most Difficult in Placing New Canadians

Problem Areas	Frequency	Rank
Language barriers	7	1
Lack of ESL programs	5	2
Few alternate programs exist	4	3
Lack of previous/cumulative Records	3	4
Native issues (gaps in formal education)	2	5.5
Do they meet funding criteria	2	5.5
Lack of good informal and formal tests	1	6.5
Students lack motivation	1	6.5

these students. One respondent stated that there was a lack of "teacher flexibility in programming" for these students and another said that the problem was "finding a classroom where both academic and social placement are compatible with student needs." Only one respondent clearly stated that there is a definite lack of standardized procedure for handling these students and that schools rarely consult with professionals such

as him or herself. On the other extreme, one respondent replied the process "is only formidable if it is perceived as such."

When asked if they had any suggestions for alternative approaches, new or different programs, new methods or other procedures which might improve the accuracy and quality of student placements, the majority of the respondents identified alternative programs, funding policies and approaches. It was suggested that more flexibility exist in modifying programs for specific needs, that new programs such as ESL for students and their parents be initiated, and that more funding become available for such students. Three people thought that hiring teachers or counsellors that are more capable of dealing with ED/SD adolescents was important, and that the use of non-categorical resource teachers to assist schools was the approach to take. Another said that multicultural training for teachers and "community awareness and development of community support for new families" was important.

In terms of assessment options, one respondent suggested "a province-wide clearing house of records so information on previous school experience is available

quickly" and the other that "more local norms reflecting ethnic variation" be used. A unique suggestion was the appointment of an "ombudsman who would be responsible for monitoring students' re-integration into the regular classroom." Attitudes regarding policy were mixed. One psychologist said that it was necessary to "clearly outline criteria and reassessment policies" while another stated, "The placing of new students, especially new Canadians requires a highly individualized approach. A blanket policy is not desirable in my opinion."

When surveyed about the need for other types of tests in the assessment of ethnic minority students, 74% of the respondents said the need was great, and listed such tests as the Kaufman ABC, the Leiter International Scales, learning potential assessments, tests in the mother tongue, personality tests for native children, the TONI, tests for creative thinking abilities, and tests which have been standardized on the populations for which they are being used. One respondent stated that psychologists must make "more intelligent use of tests currently available" and another said that "on the WISC - the questions with the American slant are a disgrace for Canadian children and

a disaster for ethnic minority students."

Still another respondent answered the question by stating that "we are weak in understanding/measuring intelligence/ability from any framework other than WASP - predictions of North American school system success. Present tasks can predict success in our rigid systems but we should be able to expand our offerings to be sensitive to other cognitive attributes." Only one psychologist denounced testing, stating that "I'm not convinced testing is all that valid. I prefer to use a variety of informal assessment techniques including diagnostic teaching. Rather than emphasizing the development of new tasks, I'd like to see: a) Restandardization of present tests with minority students and b) more importantly, in-service in informal assessment.

Summary

Very few of the educational psychologists surveyed could clearly articulate an official policy regarding student assessment, testing and placement. The little information that does exist regarding the reception and placement of ethnic minority students suggests that, in this province, this matter is covered under the umbrella of "special education."

The data obtained from Section II of the educational psychology questionnaire indicate that a review of the records, an interview with the student and sometimes the parents, and an orientation to the school are the basic ingredients in placing all new students initially. Diagnostic assessment is conducted for some students. Evaluation seemed to be mainly on the basis of academic history, interview, and assessment by classroom teacher.

Of the school boards that encourage testing during initial placement, the majority use the standardized tests such as the WISC-R, Stanford-Binet, the WRAT and others, such as the Woodcock Johnson with both majority and minority students. When tests are employed in initial placement, very few psychologists modify the tests to compensate for cultural differences. They do, however, make cautionary statements regarding the precision of the scores obtained when writing up their formal report. In some cases, vocabulary or other language-based subtests are omitted from the total test repertoire.

The questionnaire data indicate that the classroom teacher has a tremendous amount of responsibility in the placement process. It is the teacher who monitors

the placement, requests the testing process, and most often provides information about the student to the person administering the tests. The parents are also regularly consulted for help and information regarding the student. Special placement is considered by most boards, the foremost reasons being special placement previously and/or a major handicap. Students are then either referred to a number of resources, notably the school psychologist and/or the special education teacher, or have their continuous progress monitored in one of several ways. The respondents also recognize that additional special programs are needed in the schools of the province, the most frequently identified ones are listed in Table 17.

After a student has been initially placed in a classroom and/or program, it is most often the classroom teacher (directly or via routine screening) or the parent who requests a review. The most frequent difficulty leading to reassessment is low academic achievement. The respondents were strongly of the view that the most important factor in the reassessment for majority students was an academic history evaluation whereas for the reassessment of minority students, it was the concerns of the classroom teacher. Again, it

is apparent that the classroom teacher's involvement with the ethnic minority student is critical to the placement process.

As in initial assessment, the reassessment process is initiated by the classroom teacher, but decisions regarding which tests will be used and who actually will perform the testing are generally made by the educational psychologist. The teacher is then involved in a case-conference after testing is completed, but before a review-to-placement decision is made.

The findings of the open-ended questions demonstrate that certain fundamental problems exist with the reception and placement of ethnic minority students. These problems stem from the lack of a stated policy, and from significant reported discrepancies between the social, cultural and economic backgrounds of minority students and that of the majority culture. Moreover, the lack of adequate language programs and funding for alternative programming for these students in the schooling process, all contribute to the dilemma of adapting the Saskatchewan educational system to a minority group clientele.

Generally, the educational psychologists in this

province are very aware of the difficulties involved in the assessment and placement of ethnic minority students. They recognize that better, culturally-reduced measures are required, and that the teachers who provide the educational programming for these students need further cross-cultural training and more "flexibility" in their handling of students' special needs.

A number of respondents offered suggestions as to how placement could be handled more effectively in this province. An ombudsman who would be responsible for monitoring the re-integration of students into the regular classroom and a province-wide clearing house of student records were just a few of the innovative suggestions made. Still others strongly denounce testing procedures altogether as "invalid" and "disastrous" for ethnic minority students.

Student Counselling

Research questions 3 and 4 posed in Chapter 1 concentrated on student counselling methods currently employed by guidance counsellors in the schools of the province. The bulk of the answers to these questions were derived from Section II of the counselling

questionnaire and are summarized in Tables 25 to 32.

The first part of Section II on Student Counselling dealt with policy statements regarding student counselling in Saskatchewan. As indicated in Table 25, over half of the respondents stated that there is no general policy for student counselling at the school or board level. Further only 6% of the respondents indicated the existence of a special policy for the counselling of ethnic minority students.

Table 25

Existence of Guidance and Counselling Policy at School Board Level by Type of Student

	Type of Student	
Response	Majority	Ethnic Minority
No	58.5	88.7
Yes	24.5	5.7
Being Developed	17.0	5.7

In examining the policy statements offered by the respondents, it became clear that most of the statements were very vague. "Academic, vocational and

personal counselling services shall be made available to all students as required" or "the board strongly supports the availability of counselling services in the school" were typical responses. A few respondents stated that a counselling policy does not exist as such, but it is assumed that "professional ethics will be followed and that general policies of the board and goals of the Department of Education will not be contravened."

The only statement offered regarding counselling services for ethnic minority students was that a "special education coordinator was hired to perform counselling duties for Indian and Metis students." Another respondent suggested that an ethnic relations policy dealt with counselling minority students, but failed to elaborate on its content.

As in the educational psychology questionnaire, the counsellors were asked to identify the major ethnic groups represented in their schools. The most commonly identified groups were the Native Indians, Metis and Oriental.

Section 2 of the counselling questionnaire attempted to identify at what stages in the whole school process the student may be counselled. It was designed to

determine whether such counselling occurred upon reception at the school, upon initial placement, or at later stages where problems may seem to occur after initial placement and review may be necessary. The majority of the respondents indicated that a student can be counselled during intake (54.7%), during initial placement (69.4%), during review to placement (63.3%), at semester end (77%), upon self-referral (96.2%), upon teacher or principal referral (96%) as well as on referral by parent or outside agency (57.5%). In other words, counsellors may be involved during the whole schooling process, from intake into school until semester end.

According to 94% of the respondents, the counselling procedures are not modified for ethnic minority students. In other words, the procedures do not make allowances for cultural differences either when students enter school or during the school year.

In order to find out if the presenting problems of majority and minority students differed, the respondents were asked to choose the five most frequently occurring problems for each group. As indicated in Table 26, the five most frequently occurring problems for students overall were "school

grades and/or problems learning", "career concerns", "absenteeism or tardiness", "alcoholism or drug abuse", and "attitudes towards authority figures." For the ethnic minority student population, the most frequently cited problem was "school grades and/or problems learning", which is consistent with those cited for the majority group (refer to Table 27). Being a "victim of discrimination" ranked second, followed by "absenteeism or tardiness" and "language difficulties or special needs." What these findings suggest is that ethnic minority students have unique concerns and problems in adjusting to the Saskatchewan school system. Counsellors recognize these concerns, but are not currently adapting counselling procedures to meet these special needs.

In order to determine if majority students are seen more frequently than ethnic minority students for counselling purposes, the counsellors were then asked to state the average number of times each type of student is seen in the counselling office. The majority student is seen 4.6 times on the average and the ethnic minority student, 4.3 times. These figures suggest that there is very little difference in counsellor involvement with minority and majority students.

Table 26

Five Most Frequently Occurring Problems for Students Overall

Problems	Mean	S.D.	Composite Rank
School Grades/problems learning	2.1	1.1	1
Career concerns	2.5	1.4	2
Alcoholism or drug abuse	2.9	1.2	3.5
Absenteeism or Tardiness	2.9	1.6	3.5
Attitudes towards authority figures	3.9	1.1	5
Student-Teacher conflicts	3.7	1.2	
Student-Family conflicts	3.0	1.4	
Problems adjusting to school	3.2	1.3	
Medical problems	3.3	1.5	
Peer conflicts	3.3	1.4	
Vandalism or criminal behaviour	4.0	1.0	
Language difficulties or special needs	3.2	1.2	
Victim of discrimination	-	-	
Other	-	-	

Table 27

Five Most Frequently Occurring Problems for Ethnic Minority Students

Problems	Mean	S.D.	Composite Rank
School Grades/problems learning	2.4	1.1	1
Victim of discrimination	2.6	1.3	2
Absenteeism or Tardiness	2.7	1.5	3.5
Language difficulties or special needs	2.7	1.7	3.5
Career concerns	3.0	1.5	5
Student-Teacher conflicts	3.5	1.5	
Student-Family conflicts	3.1	1.4	
Attitudes towards authority figures	3.5	1.6	
Alcoholism or drug abuse	3.6	1.1	
Problems adjusting to school	3.1	1.3	
Medical problems	-	-	
Peer conflicts	3.1	1.5	
Vandalism or criminal behaviour	-	-	
Other	-	-	

As shown in Table 28, very similar counselling methods are used for majority and ethnic minority students. Individual counselling is by far the most frequently employed method for both student groups, followed by vocational counselling, behaviour therapy, and group counselling. Family and marital counselling tend to be used very infrequently with both student groups.

Table 28

Most Frequently Used Counselling Methods by Type of Student

	Type of Student	
Counselling Method	Majority	Ethnic Minority
Individual Counselling	92.5%	93.8%
Vocational Counselling	82.7%	72.3%
Behaviour Therapy	38.5%	34.0%
Group Counselling	32.1%	22.9%
Family Counselling	20.8%	16.7%
Marital Counselling	1.9%	0%

Questions 12, 13 and 16 of the counselling questionnaire were designed as open-ended questions to gauge the counsellors' awareness of the unique problems and the special counselling needs of ethnic minority students as well as the special knowledge and skills the counsellors felt were important in working with these students. The results are presented in Tables 29, 30 and 31.

Table 29

Five Most Compelling Problems Ethnic Minority Students Face in the Canadian School System

Problems	Frequency	Percentage
Language Problems	14	28
Academic Problems/Irrelevant Curriculum	13	26
Lack of Acceptance	13	26
Differing Values	13	26
Unemployment/Poverty	10	20

As shown in Table 29, language problems are seen as the most compelling problem facing a new Canadian student (28%). Language difficulties are followed by

academic concerns (26%), lack of acceptance by majority students (26%), differing values (26%), and familial unemployment and poverty (20%). Native Indians and Metis students were most often associated with these problems, but the respondents also spoke of their Vietnamese, Chinese, East Indian and French Canadian students as experiencing similar conflicts and concerns.

In offering perceptions of what the special counselling needs of these students are, many of the counsellors spoke of difficulties associated with identify formation and self image, and of a need for "support in defining, redefining or clarifying their self-concept" and in "developing a sense of future." Help with bridging the gap between the expectations and values of the family and the school was also seen as an important counselling need. They also stated that an acceptance or understanding and awareness by teachers and other school staff of the student's differences was also an important issue. Help with career planning was identified as the fourth most prevalent counselling need, even though it ranked fifth as a presenting problem for these students. (Refer to Table 29)

Table 30

The Four Most Compelling Counselling Needs of Ethnic Minority Students

Counselling Needs	Frequency	Percentage
Help with their identify formation	10	20
Help with family-school culture gap	8	16
Understanding/awareness by teachers of their differences	6	12
Help with career planning	6	12

In Table 31, a summary of what the counsellors felt were the most important types of knowledge and skills required for cross-cultural counselling is presented. An understanding of the minority student's culture and values was identified by over half of the respondents as the most critical knowledge component. Generic counselling skills such as good listening skills, appropriate communication skills, and basic respect for individual differences were also seen as extremely important for effective cross-cultural counselling.

The counsellors were then given an opportunity to

Table 31

The Four Most Important Types of Knowledge and Skills Required for Cross-Cultural Counselling

Types of Knowledge and Skills	Frequency	Percentage
Understanding of minority students' culture and values	32	62
Listening skills	15	29
Appropriate Communication Skills	11	21
Basic human respect	7	13

rate their own level of knowledge and proficiency with respect to counselling ethnic minority students. The percentages presented in Table 32 suggest that the majority of counsellors in the province feel their cross-cultural counselling skills are, at best, average. They feel they have only adequate knowledge and medium proficiency when working with these students. Fewer than one quarter of the counsellors rate their knowledge and skill-base as high. Many of them feel, however, that this proficiency varies with the amount of knowledge and exposure they have had to a particularly minority group. Many stated that, for example, they have had a lot of exposure to native

issues and problems but very limited exposure to the special needs of Oriental students such as the recently arrived Vietnamese and Visa Chinese students.

Table 32

Self-Ratings of Counsellors' Level of Knowledge and Proficiency in Working with Ethnic Minority Students

Rating	Frequency	Percentage
High	13	24.5%
Medium	30	56.6%
Low	10	18.9%

Question 15 of the counselling questionnaire was also open-ended in nature, and gave the respondents an opportunity to describe some of the positive and negative experiences they have had in cross-cultural situations. The majority of the counsellors discussed their experiences in working with native students in providing examples of both positive and negative experiences. Some of the positive statements included "being able to support students to complete high school and go on to University training" and "being able to

influence native students on an individual basis." These situations included helping to improve classroom behaviors, helping students to cope with certain family situations, and acting as a liaison with teachers and out-of-school caregivers and in peer groups.

A number of counsellors also related their positive experiences with other ethnic groups. One respondent said, "Getting to know and understand students from other cultures, particularly Cambodia and Vietnam" was very rewarding. Another offered, "On several occasions students have been willing to teach - to tell classes of their culture, heritage, etc. Specific groups include Native, Muslim, Jehovahs Witness, B'hai. Some very good results noted. Adults in the community have been very willing to come in and share with students."

As mentioned earlier, many of the negative experiences focus on native issues. Many counsellors wrote of their frustration in not having their suggestions regarding schooling or alcohol and substance abuse carried out or with native students leaving school early. A number of counsellors made reference to the native student's lack of familial support or "anti-white attitudes." One respondent

stated he felt "exploited and used by people who know all the angles and loop holes." Another said, "most Indian students are 'in tune' with the actions and causes of activist Indian groups." As a result, many of them feel that the "white men" school isn't the best place for them. Another sentiment expressed was that "individual students at times get caught up in the bureaucracy of Indian affairs - local Band - social services policies or politics." Only one counsellor made a general statement regarding cross-cultural counselling situations, i.e., "The cultural gap, in many cases, seems to remain almost insurmountable. Value systems show wide disparity: educationally, economically, domestically, socially."

Summary

In this province, very few school/boards have an official policy for student counselling. Many of the counsellors surveyed suggested that some general guidelines for student counselling exist at a provincial level, but they chose not to comment on them. Little was said about the existence of special counselling initiatives for the ethnic minority student population, except that these students were somehow covered under "native education" mandates or the

board's ethnic relations policy.

The data obtained from Section II of the counselling questionnaire indicate that a student is counselled regularly throughout the school year. No special reception programs are in place for ethnic minority and/or new immigrant students, even though their presenting problems when they do see a counsellor vary from those of the majority student and include such issues as being a victim of discrimination or serious language difficulties. Both majority and minority students are seen between four and five times during the school year, and similar counselling methods are employed with both groups.

As suggested in their responses to the open-ended questions posed at the end of Section II, the majority of the counsellors in this province recognize the unique problems of these students when they enter the school system as well as their special counselling needs. Language problems are seen as the biggest barriers, followed closely by academic concerns or problems learning in the existing school programs. The counsellors also suggest that students' personal problems involve a lack of acceptance by majority students and lack of support (or too much pressure)

from family members.

When discussing the counselling needs of ethnic minority students, counsellors most often feel that these students need help with their overall identity formation. Specifically, they need help accepting who they are and developing a strong sense of future. Sometimes this can be achieved by working with the student's family and/or the teachers and other school staff who provide the educational opportunities.

Many of the respondents feel that gaining an understanding of the student's cultural values is a critical first step in the helping process. Appropriate communication skills, including good listening skills are also deemed important, as is basic human respect and acceptance of the student's differences. The counsellors, therefore, recognize what skill bases are important for effective cross-cultural counselling but generally rate their current level of proficiency in the area as average or medium.

The majority of counsellors working in the province have had both positive and negative experiences when working with ethnic minority students. Generally, the negative experiences involve not being able to influence the student or an inability to keep

the student in school. Some of the positive experiences reflect their own growth and learning of minority groups' cultural values. Only a few counsellors feel the culture gap is insurmountable or that they can do no more to prepare themselves for cross-cultural counselling situations.

Information and Training Needs

Research questions 5, 7 and 8 posed in Chapter 1 were directed towards establishing how competent the pupil support personnel in the province felt they were in working with minority group students and what they considered were the most urgent training needs in the areas of cross-cultural counselling and assessment. They were also asked to consider multicultural education initiatives in general and how the province might better serve the ethnically diverse student population.

The first question in Section IV of both questionnaires was related to respondent membership in professional associations. This question was posed not only to gain a better understanding of what conferences, seminars and information the respondents were exposed to outside of their work setting but also

to discover possible avenues for future in-service.

As indicated in Table 33, the vast majority of the respondents hold membership in at least one professional association. Well over three quarters of the counsellors and all of the educational psychologists who responded to the survey are members. In order to discover if membership varies between those who are generally interested in further cross-cultural training and those who have no interest, as derived from question 5a in Section IV, the total sample data were sorted by this variable, and frequency counts regarding membership were obtained. The results in Table 33 indicate that of those who are interested in further training, the vast majority (92.2%) hold membership in professional associations. This compares with 83.3% who have no interest in further training.

In addition, the total sample data were also sorted by length of work experience and primary service area to determine if these variables had an effect on membership. These percentages are also listed in Table 33. It appears that membership in a professional association is not related to length of work experience. It is evident, however, that service area affects membership. Pupil support personnel working

solely in urban areas seek membership more frequently than do those who work primarily in rural areas.

Table 33

Characteristics of Respondents with Membership in Professional Organizations

Characteristics	n	Percentage
Total	71	88.7%
No interest in further training	12	83.3%
Interest in further training	51	92.2%
Length of Work Experience		
0 - 5 years	39	89.7%
6 - 10 years	18	88.9%
More than 10 years	13	84.6%
Service Area		
Urban	35	94.3%
Rural	15	73.3%
Both Urban and Rural	19	89.5%

As shown in Table 34, the two provincial associations, the Saskatchewan Guidance and Counselling Association (SGCA) and the Saskatchewan Educational Psychology Association (SEPA) rank the highest among professional organizations joined. The figures for membership in these associations correspond very closely to the proportions of counsellors and educational psychologists constituting the research sample.

Table 34

Professional Associations

Association	Frequency	Membership Percentage
SGCA	44	58.7%
SEPA	14	18.7%
None	12	16.0%
CGCA	2	2.7%
Other	2	2.7%
SPA	1	1.3%

In questions 2a and 2b of Section III, the respondents were asked whether or not their formal pre-

service training generally equipped them to function effectively in cross-cultural situations and then to rate this training in nine competency areas. Table 35 suggests that most respondents felt their university training did not adequately prepare them to work in cross-cultural situations.

Table 35

Respondents' Views of the Adequacy of their Pre-Service Intercultural Training

Response	Total Sample n = 75	Counsellors n = 53	Ed. Psychs n = 22
Inadequate	81.8%	82.6%	80.8%
Adequate	18.2%	17.4%	20.0%

The percentages presented in the first three columns of Table 36 summarize the respondents' rating of their training in nine identified competencies. It is evident that the majority of respondents feel their formal preparation in the first six competency areas was, at best, minimal. Competency six, i.e., Specific Knowledge and information about the particular ethnic groups in Saskatchewan" was perhaps the least well

rated. The last three competency areas, which focus on the generic counselling and assessment principles, are generally well-rated. Even in these areas, very few respondents rate their formal preparation as "good" or "excellent."

As shown in columns 1, 2 and 3 of Table 36 the two sample groups, the counsellors and educational psychologists provide similar ratings of their formal education. It is only on competencies 8 (Skill at generating verbal and nonverbal responses) and 9 (Ability to send and receive verbal and nonverbal messages) that there is a noticeable difference. More educational psychologists than counsellors feel that their training in "generating a wide variety of verbal and nonverbal responses" and "sending and receiving nonverbal messages accurately and appropriately" is, at best, minimal.

The remainder of Table 36 summarizes the responses to questions 3a, b, and d in Section III of both questionnaires. When rating the local importance of the nine competencies, most respondents felt that all the competencies were somewhat to very important in their geographic area. The counsellors and educational psychologists generally rated the competencies

Table 36

Respondents' Ratings of Competencies (in percentages rounded off to whole numbers)

Cmp.	Formal Training N/M	Adq	G/E	Local Importance Not	Sme	Vry	Current Preparation N/M	Adq	G/E	Interest in Training N/L	Mod	Hgh
1 Cultural self-awareness												
T	75	18	8	6	52	43	31	31	38	39	40	21
C	78	13	9	8	50	42	27	27	46	40	38	30
EP	65	30	5	0	55	45	20	40	20	37	47	16
2 Awareness of own values and biases...												
T	66	18	16	3	21	77	13	25	62	21	53	26
C	69	19	13	4	25	71	13	19	69	19	57	23
EP	60	15	25	0	10	90	15	40	45	26	42	32
3 An understanding of the sociopolitical system's...												
T	83	12	4	9	58	33	39	46	15	42	41	17
C	83	15	2	9	54	37	35	43	28	39	44	17
EP	85	5	10	10	65	25	50	50	0	50	33	17
4 Being comfortable with differences...												
T	52	24	24	3	23	74	35	51	14	39	39	23
C	48	31	21	4	28	68	34	55	11	36	43	21
EP	60	5	35	0	11	90	11	28	61	44	28	28
5 Sensitivity to circumstances that dictate referral...												
T	67	18	15	10	28	62	25	32	43	34	40	25
C	70	21	9	10	33	56	21	31	48	33	46	21
EP	60	10	30	10	15	75	35	35	30	37	26	37
6 Specific knowledge of ethnic groups in Saskatchewan												
T	93	6	2	3	21	76	21	40	39	20	45	35
C	92	6	2	4	23	73	17	40	44	21	43	36
EP	95	5	0	0	16	84	31	42	26	17	50	33
7 Knowledge of generic characteristics of counselling												
T	29	41	29	2	19	80	8	25	68	27	33	41
C	29	44	27	2	20	78	9	20	71	23	39	39
EP	30	35	35	0	15	85	5	35	60	35	20	45

Table 36 (continued)

Respondents' Ratings of Competencies (in percentages rounded off to whole numbers)

	Formal Training			Local Importance			Current Preparation			Interest in Training		
Cmp.	N/M	Adq	G/E	Not	Sme	Vry	N/M	Adq	G/E	N/L	Mod	Hgh
8 Skill at generating verbal and nonverbal responses												
T	27	29	44	3	18	79	6	21	73	29	37	34
C	19	35	46	4	17	79	2	20	78	28	41	30
EP	45	15	40	0	20	80	15	25	60	37	26	42
9 Ability to send and receive verbal and nonverbal...												
T	24	32	44	5	12	84	26	65	9	28	39	34
C	17	38	46	6	13	81	4	15	81	24	44	33
EP	40	20	15	0	10	90	16	26	58	37	26	37

Note. T = Total Sample C = Counsellors EP = Ed Psychs N/M = No or Minimal Adq = Adequate G/E = Good or Excellent N/L = No or Low Mod = Moderate Hgh = High

similarly, suggesting that similar cross-cultural knowledge is required to work in both professional areas.

The next question asked regarding the competencies was the current perceived level of preparation, as opposed to the respondents' preparation after formal pre-service training. As shown in columns 7, 8, and 9 of Table 36, the majority of the respondents feel their current preparation is now adequate to good in all of

the competency areas. In other words, it appears that their work experience has equipped both the counsellors and educational psychologists with better cross-cultural skills.

In examining the primary source of the preparation for the nine areas, the majority of the respondents identified "on the job experiences" for competencies 1 (Cultural self-awareness), 2 (Awareness of own values and biases...), 5 (Sensitivity to circumstances that dictate referral...), and 6 (Specific knowledge of ethnic groups in Saskatchewan) and "counsellor education" for competencies 4 (Being comfortable with differences...), 7 (Knowledge of the generic characteristics of counselling), 8 (Skill at generating verbal and nonverbal responses), and 9 (Ability to send and receive verbal and nonverbal messages). This can be interpreted to mean that for the generic counselling and assessment skills, their formal preparation was perhaps the most responsible for their current level of functioning. For those competency areas specifically related to working with ethnic minority students, including gaining an understanding of cultural self-awareness and biases, however, it was work experiences that contributed strongly to the current feeling of

preparedness.

Lastly, respondents were asked to indicate their level of interest in receiving further training in each competency area. Columns 10, 11, and 12 of Table 36 clearly show that the majority of respondents have a moderate to high interest in receiving further training in every skill area. There is little noticeable difference between the counsellors' and educational psychologists' ratings on this variable suggesting that both groups recognize the importance of these competencies in their jobs.

The organization of Table 37 is similar to that of the preceding table. In Table 37, however, the total sample data have been sorted by interest in further training. Columns 1, 2, and 3 suggest that both groups feel their formal training in the cross-cultural competency areas is, at best, minimal. Furthermore, both groups perceive the local importance of each competency as, at least, average. The group interested in further training, however, more often rates every competency as being locally very important than do those not interested in further training. Columns 7, 8, and 9 of Table 37 suggest that both groups rate their current level of preparation in the nine areas

Table 37

Respondents' Ratings of Competencies by Interest in Further Training (in percentages rounded off to whole numbers)

	Formal Training			Local Importance			Current Preparation			Interest in Training		
Cmp.	N/M	Adq	G/E	Not	Sme	Vry	N/M	Adq	G/E	N/L	Mod	Hgh
1 Cultural self-awareness												
N	64	9	27	17	67	17	33	17	50	100	0	0
I	75	21	4	4	50	46	32	31	37	26	47	26
2 Awareness of own values and biases...												
N	50	33	17	17	42	42	8	17	75	50	33	17
I	71	14	15	0	15	85	15	25	60	14	58	28
3 An understanding of the sociopolitical system's...												
N	83	17	0	25	75	0	42	58	0	83	17	0
I	85	12	4	6	54	40	42	40	18	33	44	23
4 Being comfortable with differences...												
N	67	8	25	17	33	50	17	8	75	67	25	8
I	48	29	23	0	18	82	10	27	63	31	41	29
5 Sensitivity to circumstances that dictate referral...												
N	73	18	9	33	17	50	33	25	42	75	17	8
I	69	15	15	6	29	65	25	31	44	24	47	29
6 Specific knowledge of ethnic groups in Saskatchewan												
N	100	0	0	18	46	36	18	46	36	70	30	0
I	92	6	2	0	15	85	23	37	40	10	47	43
7 Knowledge of generic characteristics of counselling												
N	42	42	17	0	25	75	17	25	58	50	33	17
I	27	42	31	2	16	82	4	26	70	18	33	49
8 Skill at generating verbal and nonverbal responses												
N	42	33	25	8	33	58	0	33	67	67	17	17
I	25	29	46	2	15	83	8	20	72	18	42	40

Table 37 (continued)

Respondents' Ratings of Competencies by Interest in Further Training (in percentages rounded off to whole numbers)

	Formal Training			Local Importance			Current Preparation			Interest in Training		
Cmp.	N/M	Adq	G/E	Not	Sme	Vry	N/M	Adq	G/E	N/L	Mod	Hgh
9 Ability to send and receive verbal and nonverbal...												
N	42	17	42	8	17	75	0	8	92	63	18	18
I	21	37	42	2	11	87	8	22	70	20	41	39

Note. N = No Interest I = Interested
N/M = No or Minimal Adq = Adequate G/E = Good or Excellent N/L = No or Low Mod = Moderate Hgh = High

more favorably than before service and that in most of the areas they now feel at least adequately prepared.

Perhaps the greatest difference between the two interest groups is apparent in Columns 10, 11, and 12 of Table 37 which rates the respondents' interest in further training in each specific competency. The majority of those who are not interested in cross-cultural training in a general sense, carry this feeling to the specific skill areas. This serves as a valid cross-reference for the perceived level of interest in further training in the areas. On the

other hand, those who are interested in cross-cultural training in a broad sense are also very interested in obtaining training in each of the specific skill areas.

Table 38 again summarizes the responses to questions 2b and 3a, b, and d of Section III. The data are now sorted by length of work experience. In a general sense, those who have worked for less than five years feel that their formal training prepared them a little better in competencies 1, 2, 5, 8, and 9 than do those who have worked for over 10 years. The differences are minimal, however, and are not consistent over all nine areas, suggesting that the training has not changed drastically in either a positive or negative way.

Columns 4, 5, and 6 show that there is very little difference among the three subgroups with respect to how they rate the local importance of each competency. Nearly all the respondents, irrespective of length of work experience, feel that the competencies are somewhat to very important in their locality. The length of work experience does not appear to affect current preparedness levels either, at least not in a consistent manner. Furthermore, all three subgroups indicate they are moderately to highly interested in

Table 38

Respondents' Ratings of Competencies by Length of Work Experience (in percentages rounded off to whole numbers)

	Formal Training			Local Importance			Current Preparation			Interest in Training		
Cmp.	N/M	Adq	G/E	Not	Sme	Vry	N/M	Adq	G/E	N/L	Mod	Hgh
1 Cultural self-awareness												
1	69	19	11	8	54	38	38	27	35	31	28	44
2	83	17	0	0	44	56	28	33	39	44	44	11
3	75	17	8	8	50	42	17	42	42	58	17	25
2 Awareness of own values and biases...												
1	62	22	16	5	24	70	19	27	54	17	54	29
2	67	17	17	0	17	83	11	11	78	28	44	28
3	75	8	17	0	17	83	0	42	58	17	67	17
3 An understanding of the sociopolitical system's...												
1	87	11	3	14	50	36	51	34	14	38	44	18
2	77	11	11	0	67	33	11	72	17	53	29	18
3	83	17	0	9	64	27	50	33	16	33	50	17
4 Being comfortable with differences...												
1	46	27	27	5	22	73	11	31	58	31	44	25
2	61	11	28	0	28	72	11	11	78	59	24	18
3	50	33	17	0	18	82	9	27	64	36	36	27
5 Sensitivity to circumstances that dictate referral...												
1	56	25	19	8	32	60	27	35	38	28	39	33
2	78	6	17	11	22	67	17	28	56	50	39	11
3	83	17	0	17	17	67	33	33	33	33	42	25
6 Specific knowledge of ethnic groups in Saskatchewan												
1	95	5	0	6	17	78	31	44	25	17	46	37
2	89	11	0	0	22	78	6	28	67	24	47	29
3	92	8	0	0	25	75	17	50	33	25	33	42

Table 38 (continued)

Respondents' Ratings of Competencies by Length of Work Experience (in percentages rounded off to whole numbers)

	Formal Training			Local Importance			Current Preparation			Interest in Training		
Cmp.	N/M	Adq	G/E	Not	Sme	Vry	N/M	Adq	G/E	N/L	Mod	Hgh
7 Knowledge of generic characteristics of counselling												
1	35	38	27	3	20	77	9	26	66	27	35	38
2	17	50	33	0	12	88	12	24	65	29	24	47
3	25	42	33	0	17	83	0	17	83	25	33	42
8 Skill at generating verbal and nonverbal responses												
1	22	35	43	5	19	76	8	25	67	28	33	39
2	28	17	56	0	18	82	6	24	71	38	31	31
3	33	33	33	0	17	83	0	8	92	25	50	25
9 Ability to send and receive verbal and nonverbal...												
1	19	35	46	8	16	76	11	19	70	25	36	39
2	28	17	56	0	0	100	6	13	81	31	38	31
3	25	50	25	0	17	83	0	25	75	33	42	25

Note. 1 = 0-5 years 2 = 6-10 years 3 = 10+ years N/M = No or Minimal Adq = Adequate G/E = Good or Excellent N/L = No or Low Mod = Moderate Hgh = High

receiving further training in all nine areas. The group with 6-10 years work experience, however, appears generally less interested than the others in receiving training in skill areas 2, 3, 4, 5, 7, and 8.

The final table regarding APA competencies sorts

the total sample data by primary service area. As shown in Table 39, very little difference exists among the three groups with respects to their ratings of their formal pre-service training. This is probably due to the fact that the majority of respondents were trained in Saskatchewan institutions. Columns 4, 5, and 6 summarize the local importance of each competency as perceived by the groups. Interestingly, it appears that a number of skill areas, such as "cultural self-awareness" (#1) and "an understanding of the sociopolitical system's treatment of minorities (#3), "sensitivity to circumstances which may dictate referral of the minority client to a member of his or her own race/culture (#5) and even counselling skills 7 and 8 are rated as being less important in the rural than in urban areas. In fact, not one competency was rated as very important by more rural than urban respondents. This may indicate that rural counsellors and educational psychologists encounter ethnic minority students to a lesser degree than do those working in urban centres.

As well, the current level of preparation in the nine areas, as shown in columns 7, 8, and 9 of the table, suggest that, on the average, those pupil

Table 39

Respondents' Ratings of Competencies by Primary Service Area (in percentages rounded off to whole numbers)

	Formal Training			Local Importance			Current Preparation			Interest in Training		
Cmp.	N/M	Adq	G/E	Not	Sme	Vry	N/M	Adq	G/E	N/L	Mod	Hgh
1 Cultural self-awareness												
U	88	9	3	3	39	58	27	33	49	36	36	27
R	57	29	14	21	64	14	29	29	43	50	36	14
B	68	21	11	0	58	42	42	26	32	39	44	17
2 Awareness of own values and biases...												
U	70	18	12	3	18	79	9	27	64	9	58	27
R	57	21	21	7	29	64	14	21	64	21	50	29
B	68	11	21	0	21	79	21	26	53	29	53	18
3 An understanding of the sociopolitical system's...												
U	88	9	3	13	42	46	32	42	26	31	50	19
R	79	14	7	7	86	7	43	43	14	53	31	15
B	79	16	5	5	63	32	57	47	0	53	35	12
4 Being comfortable with differences...												
U	52	33	15	3	24	73	6	30	64	31	47	22
R	50	7	43	7	21	71	29	50	21	50	29	21
B	53	16	32	0	22	78	18	24	59	47	29	24
5 Sensitivity to circumstances that dictate referral...												
U	72	22	6	9	27	64	18	33	49	30	46	24
R	50	14	36	21	36	43	36	21	43	43	36	21
B	74	11	16	5	21	74	32	42	26	39	33	28
6 Specific knowledge of ethnic groups in Saskatchewan												
U	91	9	0	3	21	76	18	42	39	18	39	42
R	93	7	0	8	15	77	8	46	46	33	50	17
B	95	0	5	0	21	79	37	37	26	17	50	33
7 Knowledge of generic characteristics of counselling												
U	27	39	33	3	10	87	7	20	73	24	41	35
R	21	57	21	0	43	57	7	21	71	29	36	36
B	37	37	26	0	11	90	11	32	58	32	16	53

Table 39 (continued)

Respondents' Ratings of Competencies by Primary Service Area (in percentages rounded off to whole numbers)

	Formal Training			Local Importance			Current Preparation			Interest in Training		
Cmp.	N/M	Adq	G/E	Not	Sme	Vry	N/M	Adq	G/E	N/L	Mod	Hgh
8 Skill at generating verbal and nonverbal responses												
U	18	33	49	3	19	78	3	23	74	28	41	31
R	29	29	43	7	29	64	0	36	64	42	33	25
B	37	26	37	0	11	90	16	5	79	26	32	42
9 Ability to send and receive verbal and nonverbal...												
U	15	33	52	6	10	84	6	22	72	25	44	31
R	21	36	43	7	21	71	0	15	85	42	25	33
B	37	32	32	0	11	90	16	11	74	26	37	37

Note. U = Urban R = Rural B = Both Urban and Rural N/M = No or Minimal Adq = Adequate G/E = Good or Excellent N/L = No or Low Mod = Moderate Hgh = High

support personnel, primarily educational psychologists, serving both rural and urban areas feel less competent than do those working in one or the other. This may be influenced by the actual amount of time spent counselling or assessing students when serving both urban and rural areas.

Lastly, differences in training interests are seen among the three service groups. The urban group is more interested in training than are both the rural group and those serving both urban and rural areas. Therefore, even though those working in urban areas

rate some of the competencies as less important in their locality, than do the other two groups, they are usually more interested in receiving further training in these competency areas.

In question 4 of Section III of both questionnaires, the respondents were asked to rank order eight Department of Education and school board initiatives designed to meet the needs of ethnic minority students. Table 40 represents the mean rank, standard deviation and the composite rank of these initiatives as rated by the total sample, the counsellors only and the educational psychologists only. "The provision of professional development programs and in-service sessions for counsellors, psychologists, teachers and administrators" was the most highly ranked initiative overall and by the counsellors. The educational psychologists ranked the initiative discussing the provision of programs, resources and materials as number one, suggesting that they require "hands-on" material to help them with curricular programming for these students as well as the in-service training.

The second most highly rated initiative in the total sample was the provision of multicultural

Table 40

Ranking of Suggested Multicultural School Board and Department of Education Initiatives

Initiatives		Mean Rank	S.D.	Composite Rank
Policy of Multicultural Education	T	5.0	2.9	6
	C	5.0	2.5	7
	EP	4.4	2.6	4.5
Provision of Multi-cultural Resources and Materials	T	3.5	2.1	2
	C	3.7	2.1	2
	EP	3.1	1.6	1
Support for heritage language and ESL programs	T	5.7	2.0	8
	C	5.9	1.9	8
	EP	5.3	2.1	6
Provision of professional development and in-service for school staff	T	3.2	1.8	1
	C	3.3	1.9	1
	EP	3.2	1.8	2
Consultation with representatives of the cultural communities	T	4.8	2.2	5
	C	4.5	2.1	5
	EP	5.5	2.2	7
Enhancing awareness in schools and community	T	4.4	2.4	4
	C	4.4	2.4	4
	EP	4.4	2.5	4.5
Equal opportunity in the hiring, promotion and evaluation of personnel	T	5.2	2.2	7
	C	4.8	2.2	6
	EP	6.0	1.9	8
Post-secondary training initiatives	T	4.0	2.2	3
	C	4.0	2.2	3
	EP	4.2	2.3	3

Note. T = Total Sample C = Counsellors EP = Ed Psychs

resources and materials, followed by the "post-secondary training initiative." This lends further credence to the poor ratings the respondents gave their formal pre-service training and suggests that it is still something they see as needing change.

"Enhancing awareness of multiculturalism in the school and community" was seen as the next important initiative by both counsellors and educational psychologists, followed by "consultation with representatives of the cultural communities." The educational psychologists ranked the "adoption of a multicultural education policy" as equally important as the "enhancing awareness in schools and community initiative", whereas the counsellors ranked it seventh. Even though both groups had previously talked about the importance of English language training and "language barriers" affecting these groups, the third initiative, i.e., "the support for heritage language and ESL programs" was ranked as very low on the importance list. The other initiative ranked low was the one encouraging equal opportunity in the hiring, promotion and evaluation of candidates for department personnel.

In Table 41, the sample was sorted by most recent degree to determine if the level of formal training influenced the rankings of school board initiatives.

Table 41

Ranking of Suggested Multicultural School Board and Department of Education Initiatives by Most Recent Degree

Initiatives		Mean Rank	S.D.	Composite Rank
Policy of Multicultural Education	B	5.1	2.4	7
	G	4.8	2.6	5
Provision of Multi-cultural Resources and Materials	B	3.2	1.9	1
	G	3.7	2.1	2
Support for heritage language and ESL programs	B	5.5	1.8	8
	G	5.8	2.1	8
Provision of professional development and in-service for school staff	B	3.6	2.0	2
	G	3.1	1.8	1
Consultation with representatives of the cultural communities	B	4.5	2.5	3.5
	G	5.0	2.0	6
Enhancing awareness in schools and community	B	4.6	2.4	5
	G	4.4	2.5	4
Equal opportunity in the hiring, promotion and evaluation of personnel	B	4.7	2.4	6
	G	5.5	2.1	7
Post-secondary training initiatives	B	4.5	2.5	3.5
	G	3.9	2.1	3

Note. B = Bachelors Degree G = Graduate Degree

Those people with a bachelors degree only saw the provision of resources and materials as most important, while those with graduate level training were more interested in in-service sessions. The other initiatives were generally ranked the same, with the exception of the fifth initiative, i.e., "consultation with representatives of the cultural communities" which the undergraduates ranked third or fourth and the graduate sample ranked sixth. The "provision of heritage language and ESL programs" was consistently ranked the least important initiative.

To see if rankings were dependent upon primary service area, the total sample data were then sorted by service area and frequencies obtained. As shown in Table 42, the rankings among the three groups are not noticeably different except for the consultation initiative and the post-secondary training initiative. Generally, those serving both areas feel the community consultation initiative is the least important, whereas those working in either urban or rural areas rank it fourth. Similarly, for those working in rural areas only, the post-secondary training initiative ranks sixth or seventh in importance, whereas it is ranked much more highly by the other two groups.

Table 42

Ranking of Suggested Multicultural School Board and Department of Education Initiatives by Service Area

Initiatives		Mean Rank	S.D.	Composite Rank
Policy of Multicultural Education	U	5.2	2.5	6
	R	5.2	2.0	6.5
	B	4.3	2.9	5
Provision of Multi-cultural Resources and Materials	U	3.8	2.3	2.5
	R	2.9	1.8	1
	B	3.6	1.9	2
Support for heritage language and ESL programs	U	5.8	1.8	8
	R	5.6	2.0	8
	B	5.5	2.4	7
Provision of professional development and in-service for school staff	U	3.2	1.9	1
	R	3.2	2.3	2
	B	3.3	1.5	1
Consultation with representatives of the cultural communities	U	4.4	2.4	4
	R	4.2	2.0	4
	B	5.7	1.8	8
Enhancing awareness in schools and community	U	4.8	2.4	5
	R	4.1	2.1	3
	B	4.0	2.7	4
Equal opportunity in the hiring, promotion and evaluation of personnel	U	5.5	2.3	7
	R	4.7	2.8	5
	B	5.1	1.6	6
Post-secondary training initiatives	U	3.8	2.2	2.5
	R	5.2	2.2	6.5
	B	3.9	2.0	3

Note. U = Urban R = Rural B = Both Urban and Rural

Table 43

Ranking of Suggested Multicultural School Board and Department of Education Initiatives by Length of Work Experience

Initiatives		Mean Rank	S.D.	Composite Rank
Policy of Multicultural Education	1	4.4	2.6	5
	2	4.7	2.7	5
	3	5.8	2.4	8
Provision of Multi-cultural Resources and Materials	1	3.7	2.1	2
	2	3.0	1.6	2
	3	3.8	2.5	1.5
Support for heritage language and ESL programs	1	5.8	2.0	8
	2	5.7	2.0	8
	3	5.3	2.1	7
Provision of professional development and in-service for school staff	1	3.2	1.8	1
	2	2.9	1.9	1
	3	3.8	2.0	1.5
Consultation with representatives of the cultural communities	1	4.8	1.9	6
	2	5.4	2.5	6
	3	4.4	2.5	4
Enhancing awareness in schools and community	1	4.3	2.4	4
	2	4.4	2.3	4
	3	4.8	2.8	5
Equal opportunity in the hiring, promotion and evaluation of personnel	1	5.1	2.3	7
	2	5.5	2.1	7
	3	5.2	2.2	6
Post-secondary training initiatives	1	4.0	2.3	3
	2	4.1	2.0	3
	3	4.3	2.5	3

Note. 1 = 0-5 years 2 = 6-10 years 3 = over 10 years

Table 43 represents the mean rankings and composite rankings by those working under 5 years, 6 to 10 years and over 10 years. The results suggest that the length of work experience does not noticeably alter the feelings towards the various school board initiatives. It is interesting to note, however, that those who had worked over ten years felt the adoption of an official policy of multicultural education was the least important initiative, whereas those who had worked less than ten years ranked it fifth.

After the question regarding what steps could be taken by the Department of Education or the local school board to meet the needs of the ethnically diverse student population, the pupil support personnel were again queried whether or not they were interested in receiving further training or education in the area of cross-cultural counselling and assessment. The results of the responses to this question appear in Table 44.

Overall, 80% of the respondents expressed an interest in receiving further training. Little difference existed between the counsellors and educational psychologists on this measure.

The respondents were then asked in what form they

Table 44

Respondents' General Interest in Intercultural Training

Response	Total Sample n = 75	Counsellors n = 53	Ed Psychs n = 22
No Interest	18.5	22.2	10.0
Interested	80.0	77.8	85.0
Other (?)	1.5	0	5.0

wanted this training. Overall, school/board workshops were rated the most desirable, followed by SGCA workshops and University In-service Workshops, as shown in Table 45.

When the counsellors' and educational psychologists' data are sorted, as shown in Tables 46 and 47, it becomes apparent that the counsellors most often choose SGCA Workshops, followed by school/board and University workshops, whereas the psychologists want their in-service to come from their professional association which is SEPA. It appears, therefore, that both groups of respondents most often prefer to receive workshops sponsored by their respective professional associations than by other parties, including their school board.

Table 45

Preferred Method of In-Service Overall

Types of In-Service	Mean Rank	S.D.	Composite Rank
School/Board Workshops	2.9	2.1	1
SGCA Workshops	3.0	1.9	2
University In-Service Workshops	3.2	1.4	3
STF Summer Short Courses	4.2	2.0	4.5
Graduate courses at University	4.2	2.0	4.5
SEPA Workshops	4.3	2.1	6
CGCA Workshops	5.3	1.5	7

Summary

The vast majority of pupil support personnel in this province belong to at least one professional association. The majority of counsellors belong to the Saskatchewan Guidance and Counselling Association and most of the educational psychologists to the Saskatchewan Educational Psychology Association. Membership is affected somewhat by service area in that those working in rural areas only are a little less often apt to become members.

Table 46

Counsellors' Preferred Method of In-Service

Types of In-Service	Mean Rank	S.D.	Composite Rank
SGCA Workshops	2.1	1.2	1
School/Board Workshops	2.9	2.1	2
University In-Service Workshops	3.3	1.4	3
Graduate courses at University	4.2	2.0	4.5
STF Summer Short Courses	4.2	2.1	4.5
CGCA Workshops	5.1	1.6	6
SEPA Workshops	5.4	1.5	7

In general, the bulk of the respondents feel that the education and training they received at University did not equip them with effective cross-cultural skills. In all but three of the nine competencies recommended by the APA, the majority of respondents felt their formal training was, at best, minimal. The area identified by the counsellors and educational psychologists as being the most poorly covered in formal training was having specific knowledge and information about the particular ethnic groups in Saskatchewan. Surprisingly, over half of the

Table 47

Ed. Psychs' Preferred Method of In-Service

Types of In-Service	Mean Rank	S.D.	Composite Rank
SEPA Workshops	2.5	1.7	1
School/Board Workshops	2.8	2.1	2
University In-Service Workshops	3.0	1.5	3
Graduate courses at University	4.1	2.0	4
STF Summer Short Courses	4.2	1.9	5
SGCA Workshops	4.8	1.7	6
CGCA Workshops	5.9	1.1	7

respondents felt that they were only "adequately" trained even in the generic characteristics of counselling and assessment, and nonverbal communication.

In order to determine whether or not the competencies identified by the APA were in fact important in Saskatchewan, the respondents were asked to rate each of them by local importance. All of the nine competencies were rated as "somewhat" to "very important" by both the counsellors and educational

psychologists. When rating their current level of preparation in the areas, the ratings improved markedly over their preparation after formal training; however, many of the respondents still rated their current preparation as, at best, adequate.

It appears that the learning between the time of pre-service and in-service, occurs on the job or in daily life experiences, especially for those competencies related specifically to cross-cultural knowledge. This suggests that most respondents have had some encounters with other ethnic groups either in their schools or in the community.

Respondents, as a whole, generally expressed a moderate to high interest in receiving training in all nine competencies, implying that all the competencies are seen as valuable for their positions and that they are willing to improve their overall cross-cultural skills. This is supported by their responses to another question asking about their general interest in receiving cross-cultural training.

The ratings of the formal preparation, local importance, current preparation and further interest in receiving training in all of the nine areas are not related substantially to the amount of work experience

pupil support personnel have had, nor to primary service area. On the latter variable, however, there is some indication that those working exclusively in rural areas have less exposure to minority groups and therefore rate some of the competencies as less locally important and are less interested in receiving training in the areas.

After having identified the individual training and information needs they feel they have, the respondents rated initiatives that could be taken by the Department of Education and local school boards to meet the needs of the ethnically diverse student population. These institutional initiatives have been taken in a number of other provinces. Generally, the two most highly ranked initiatives were the "provision of professional development programs and in-service sessions for counsellors, psychologists, teachers and administrators" and "the provision of resources and materials to enhance multicultural education in all curriculum areas." In other words, the pupil support personnel are suggesting that they want training and materials to help students even before a policy is adopted. They also strongly feel the Universities training teachers, counsellors and psychologists should

recognize and affirm their responsibility by ensuring that their courses and practicums offer students an adequate cross-cultural component. The majority of the respondents seem somewhat reluctant to encourage equality of opportunity in hiring, promoting and evaluating department candidates regardless of race, ethnicity, etc., and ranked this initiative very low on the priority list. "Continued support for heritage language and second language education" was generally ranked lowest, even though language barriers were consistently seen as serious problems in the overall adjustment of ethnic minority students by both the counsellors and educational psychologists.

The rankings of institutional initiatives were generally not affected by respondents' level of education, length of work experience or primary service area. On the latter variable, however, the initiative regarding consultation with representatives of the cultural communities was rated as less important by those working in both rural and urban areas than by those working in one or the other.

Those respondents who were interested in further cross-cultural training then chose the preferred methods of receiving this training. Counsellors most often chose SGCA workshops and educational

psychologists, SEPA workshops. Both groups ranked school/board workshops second and university in-service workshops third. Therefore, it appears that most pupil support personnel (in the province) want further cross-cultural training but are not too keen on taking further graduate courses in the area. They are, however, very interested in receiving the training in the form of workshops sponsored by their professional associations or in-service provided by their board or school, but preferably the former.

Attitudes Towards Multiculturalism

Section IV of both the counselling and educational psychology questionnaires concentrated on the respondents' attitudes towards multiculturalism and cultural pluralism - the sixth research question addressed in the study. Initially, the respondents were asked whether or not they actually knew about the federal government's multiculturalism policy. Those who indicated that they did not know it were asked if they had heard about it. Berry, Kalin and Taylor (1977) who originally posed these questions said "the reason behind this two-step sequence was that the first question might have been threatening to some

respondents; they might have anticipated some probe about their actual knowledge and responded in the negative." Therefore, the second weaker question was posed to pick up these more cautious respondents as well as some lower level of policy awareness.

As indicated in Table 48, in the total sample, less than one third knew about the policy and of the other two-thirds, less than a half had even heard about it. The educational psychologists were a little better informed about the policy. As well, those who had previously expressed no interest in further training were better informed than those who were interested in training.

It is very clear that overall, the majority of the respondents are unaware of the policy, even though it has been in existence for sixteen years. This low level of knowledge and awareness of the policy is important for an understanding and interpretation of the material on multicultural attitudes.

In 1976, Berry, Kalin and Taylor randomly surveyed the Canadian population to determine the perceived desirability of cultural diversity in Canadian society. One of the areas of importance in the original study was multicultural ideology, that is, the ideology one

Table 48

Characteristics of Respondents in Relation to Knowledge of Canada's Policy of Multiculturalism

Characteristics	n	Percentage "Yes"
Total Sample	61	36%
Counsellors	43	32%
Ed Psychologists	17	47%
Those not interested in further training	12	42%
Those interested in further training	47	34%
If no, have you heard about it?		
Total Sample	42	47.6%

holds about cultural diversity. In the present survey, the list of items constituting the multicultural ideology scale were presented in Section IV of both questionnaires, and subjects were asked to rate the statements by level of agreement. In the original 1976 scale, items a, c, e, and i were positive with respect to multiculturalism while items d and h were negative. In addition, items f and g were clearly "assimilationist" while item "b" was clearly

"segregationist." All nine items were considered cumulatively as multicultural ideology.

The mean scores for each of the items are presented in Table 49. Across each item, the first row provides the total multicultural ideology score. Note that the means for individual items are direct reports of the numbers provided by respondents on a 7-point Likert scale. The responses to each of the negative items, however, were reversed before computation.

It is clear from examining the means across items, that the responses lie on the positive side of the 7 point scale mid-point. That is, scores under four are uncommon, which means negative responses were rare. In general this level of support for multiculturalism is similar for both counsellors and educational psychologists.

When examining multicultural ideology by most recent degree, as is done in Table 50, it appears that those with graduate level training do not differ markedly from those with undergraduate degrees on the multicultural ideology scale. Overall, it can be argued that attitudes towards multiculturalism are not affected significantly by level of education.

Table 49

Multicultural Ideology of Respondents

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
Total Score		5.2	0.7	21.0	12.5	66.5
a. Canada would be a better place if members of ethnic groups would keep their own way of life alive.	T	5.0	1.3	9.4	18.8	71.9
	C	5.2	1.2	4.3	21.7	73.9
	EP	4.7	1.6	22.2	11.1	66.7
b. If members of ethnic groups want to keep their own culture they should keep it to themselves and not bother other people in the country.	T	5.4	1.5	76.6	10.9	12.5
	C	5.2	1.5	73.9	10.9	15.2
	EP	5.8	1.2	83.3	11.1	5.6
c. There is a lot that Canadians can gain from friendly relations with immigrants.	T	6.2	0.7	0	0	100.0
	C	6.2	0.7	0	0	100.0
	EP	6.4	0.7	0	0	100.0
d. Having lots of different cultural groups in Canada makes it difficult to solve problems.	T	4.0	1.6	42.2	10.9	46.9
	C	4.0	1.5	45.7	6.5	47.8
	EP	4.1	1.7	33.3	22.2	44.5
e. It would be good to see all the ethnic groups in Canada retain their cultures.	T	5.4	1.3	6.3	9.4	84.4
	C	5.5	1.0	4.3	6.5	89.1
	EP	5.2	1.8	11.1	27.8	72.3

Table 49 (continued)

Multicultural Ideology of Respondents

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
f. It is best for Canada if all immigrants forget their cultural background as soon as possible.	T	6.0	1.1	90.6	6.3	3.2
	C	5.9	1.1	93.5	2.2	4.4
	EP	6.2	1.2	83.3	16.7	0
g. People who come to Canada should change their behaviour to be more like us.	T	4.8	1.4	60.9	20.3	18.8
	C	4.6	1.3	60.9	17.4	21.7
	EP	5.2	1.6	61.1	27.8	11.2
h. The unity of this country is weakened by ethnic groups sticking to their old ways.	T	5.0	1.6	70.3	6.3	23.4
	C	4.8	1.5	67.4	6.5	26.1
	EP	5.6	1.6	77.8	5.6	16.7
i. A society which has a variety of ethnic groups is more able to tackle new problems as they occur.	T	4.6	1.2	14.1	29.7	56.2
	C	4.5	1.2	17.4	28.3	54.4
	EP	4.9	1.2	5.6	33.3	61.1

Note. T = Total Sample C = Counsellors EP = Ed Psychs

The responses to each of items b,d,f,g and h were subtracted from 8 (that is, "reversed" around 4.0, the mid-point on the 7-point scale). Then all item scores were added and a total score was calculated for each respondent.

Table 50

Multicultural Ideology of Respondents by Most Recent Degree

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
a. Canada would be a better place if members of ethnic groups would keep their own way of life alive.	B	5.3	1.1	0	30.0	70.0
	G	4.9	1.5	14.0	14.0	72.0
b. If members of ethnic groups want to keep their own culture they should keep it to themselves and not bother other people in the country.	B	4.8	1.9	60.0	15.0	25.0
	G	5.6	1.2	83.7	9.3	7.0
c. There is a lot that Canadians can gain from friendly relations with immigrants.	B	6.2	0.9	0	0	100.0
	G	6.3	0.7	0	0	100.0
d. Having lots of different cultural groups in Canada makes it difficult to solve problems.	B	3.9	1.5	45.0	15.0	40.0
	G	4.0	1.6	41.9	9.3	48.9
e. It would be good to see all the ethnic groups in Canada retain their cultures.	B	5.4	1.0	5.0	5.0	90.0
	G	5.4	1.4	7.0	11.6	81.4

Table 50 (continued)

Multicultural Ideology of Respondents by Most Recent Degree

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
f. It is best for Canada if all immigrants forget their cultural background as soon as possible.	B	6.0	1.1	90.0	5.0	5.0
	G	6.0	1.1	90.7	7.0	2.3
g. People who come to Canada should change their behaviour to be more like us.	B	4.4	1.1	50.0	30.0	20.0
	G	5.0	1.5	65.1	16.3	18.6
h. The unity of this country is weakened by ethnic groups sticking to their old ways.	B	4.7	1.7	60.0	5.0	35.0
	G	5.3	1.5	74.4	7.0	18.6
i. A society which has a variety of ethnic groups is more able to tackle new problems as they occur.	B	4.1	1.4	25.0	40.0	35.0
	G	4.9	1.1	9.3	25.6	65.2
Total	B	4.98				
	G	5.27				

Note. B = Bachelors Degree G = Graduate Degree

The responses to each of items b,d,f,g and h were subtracted from 8 (that is, "reversed" around 4.0, the mid-point on the 7-point scale). Then all item scores were added and a total score was calculated for each respondent.

Table 51 represents multicultural ideology by interest in further training. On all nine items, those interested in further training yielded higher means than those not interested in further training.

Berry, Kalin and Taylor (1977) measured the psychological characteristics of their sample by giving them authoritarianism and ethnocentrism scales to complete. The authoritarianism scale consisted of eight items all of which were worded in an authoritarian direction. Total scores for the scale were obtained by taking the mean ratings of the respective set of items.

Table 52 represents the mean scores on the authoritarian scale obtained from the present survey sample. It is evident that the total score (which is 3.0) indicates a very low level of authoritarianism in the sample. Respondents agreed most strongly with the statement, "Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down."

The responses by the counsellors and educational

Table 51

Multicultural Ideology of Respondents by Interest in Further Training

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
a. Canada would be a better place if members of ethnic groups would keep their own way of life alive.	N	4.8	1.5	16.7	8.3	66.7
	I	5.1	1.3	7.8	21.6	70.6
b. If members of ethnic groups want to keep their own culture they should keep it to themselves and not bother other people in the country.	N	4.2	1.9	58.3	8.3	25.0
	I	5.6	1.3	80.4	11.8	7.8
c. There is a lot that Canadians can gain from friendly relations with immigrants.	N	6.0	0.9	0	0	100.0
	I	6.3	0.7	0	0	100.0
d. Having lots of different cultural groups in Canada makes it difficult to solve problems.	N	3.5	2.0	33.3	16.7	50.0
	I	4.1	1.4	43.1	9.8	47.1
e. It would be good to see all the ethnic groups in Canada retain their cultures.	N	4.3	1.4	25.0	8.3	66.6
	I	5.7	1.1	2.0	9.8	88.2

Table 51 (continued)

Multicultural Ideology of Respondents by Interest in Further Training

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
f. It is best for Canada if all immigrants forget their cultural background as soon as possible.	N	5.3	1.4	83.3	8.3	8.3
	I	6.2	1.0	92.2	5.9	2.0
g. People who come to Canada should change their behaviour to be more like us.	N	3.7	1.5	33.3	16.7	50.0
	I	4.1	1.2	68.6	19.6	11.8
h. The unity of this country is weakened by ethnic groups sticking to their old ways.	N	3.7	1.7	41.7	8.3	50.0
	I	5.4	1.4	78.4	5.9	15.7
i. A society which has a variety of ethnic groups is more able to tackle new problems as they occur.	N	4.2	1.4	33.3	16.7	50.0
	I	4.7	1.2	9.8	33.3	56.8
Total	N	4.4				
	I	5.2				

Note. N = Not Interested I = Interested

The responses to each of items b,d,f,g and h were subtracted from 8 (that is, "reversed" around 4.0, the mid-point on the 7-point scale). Then all item scores were added and a total score was calculated for each respondent.

psychologists do not differ significantly. In all but one of the eight items, however, the counsellors obtained higher mean scores on the items. The average mean score for the counsellor group (3.0) was, therefore, slightly, but not markedly different than the average score for the educational psychology group (2.7).

In order to see if those not interested in further cross-cultural training differed substantially from those who expressed an interest in training on the measure of authoritarianism, the means were calculated for each item for each group. As represented in Table 53, as a group, those interested in further training generally scored lower than did those who were not interested in training. There was, however, no significant difference between the two groups on total authoritarianism scores.

Authoritarianism has previously been shown to be influenced by educational level. Therefore, the total sample data obtained in the present research were sorted by most recent degree and the means for each item were then calculated. As indicated in Table 54, there were no significant differences between the two groups on the items measuring authoritarianism. This

Table 52

Authoritarianism of Respondents

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
People can be divided into two distinct classes: the weak and the strong.	T	2.9	1.5	77.8	11.1	11.1
	C	2.3	1.5	77.8	11.1	11.1
	EP	2.2	1.8	77.8	11.1	11.1
An insult to our honour should always be punished.	T	3.1	1.5	71.4	19.0	9.5
	C	2.7	1.4	68.9	20.0	8.8
	EP	2.2	1.4	77.8	16.7	5.6
What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.	T	3.4	1.5	52.4	20.6	27.0
	C	3.5	1.6	51.1	20.0	28.9
	EP	3.1	1.5	55.6	22.2	22.2
A person who has bad manners, habits and breeding can hardly expect to get along with decent people.	T	3.2	1.7	55.7	16.4	27.9
	C	3.1	1.6	62.2	11.1	26.6
	EP	3.6	2.1	37.5	31.3	31.3
There is hardly anything lower than a person who does not feel a great love, gratitude and respect for his parents.	T	2.8	1.5	66.7	16.7	16.7
	C	2.9	1.5	64.4	15.6	20.0
	EP	2.5	1.5	73.3	20.0	6.7

Table 52 (continued)

Authoritarianism of Respondents

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
Sex crimes, such as rape and attacks on children deserve much more than mere imprisonment; such criminals ought to be publicly whipped.	T	2.4	1.6	78.7	6.6	14.8
	C	2.6	1.5	77.8	6.7	15.6
	EP	2.1	1.6	81.3	6.3	12.6
Obedience and respect for authority are the most important virtues children should learn.	T	2.9	1.6	62.3	18.0	19.7
	C	3.0	1.6	60.0	24.4	15.5
	EP	2.6	2.0	68.8	0	31.3
Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.	T	3.6	1.5	48.4	22.6	29.1
	C	3.7	1.4	44.4	26.7	28.9
	EP	3.2	1.7	58.8	11.8	29.4
Total Score	T	3.0	1.6	64.2	16.4	19.5
	C	3.0	1.4	63.3	17.0	19.4
	EP	2.7	1.7	66.4	14.9	18.8

Note. T = Total Sample C = Counsellors EP = Ed Psychs

Table 53

Authoritarianism of Respondents by Interest in Further Training

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
People can be divided into two distinct classes: the weak and the strong.	N	2.0	1.2	83.3	16.7	0
	I	2.4	1.5	65.7	10.0	14.0
An insult to our honour should always be punished.	N	2.5	2.0	75.0	8.3	16.6
	I	2.6	1.6	76.0	22.0	8.0
What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.	N	3.8	1.8	50.0	16.7	33.3
	I	3.2	1.4	54.0	22.0	24.0
A person who has bad manners, habits and breeding can hardly expect to get along with decent people.	N	3.6	1.5	50.0	16.7	33.3
	I	3.1	1.5	58.3	14.6	27.2
There is hardly anything lower than a person who does not feel a great love, gratitude and respect for his parents.	N	2.7	1.4	75.0	8.3	16.7
	I	2.8	1.8	66.0	19.1	19.9

Table 53 (continued)

Authoritarianism of Respondents by Interest in Further Training

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
Sex crimes, such as rape and attacks on children deserve much more than mere imprisonment; such criminals ought to be publicly whipped.	N	3.4	2.1	58.3	0	41.7
	I	2.2	1.5	83.3	8.3	8.4
Obedience and respect for authority are the most important virtues children should learn.	N	3.2	1.6	58.3	16.7	25.0
	I	2.8	1.4	64.6	18.8	16.7
Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.	N	4.5	1.6	33.3	16.7	50.0
	I	3.3	1.4	53.1	24.5	22.5
Total Score	N	3.2	1.6	60.4	12.5	27.1
	I	2.8	1.5	65.7	17.4	17.6

Note. N = No Interest I = Interest

may be due, in part, to the minimal differences between undergraduate and graduate level training. In prior research, those with some college or university or more

were compared with high school graduates, primary school graduates and those with technical training.

The authoritarian's relationship with other people is characterized by ethnocentrism. In the 1976 study, the concept of ethnocentrism involved positive attitudes towards ingroups, negative attitudes toward outgroups and the belief in the inferiority of outgroups, and was measured by six items. In the present research, total scores for this scale were obtained by taking the mean ratings of these six items as they appeared in questions 3a to 3h of Section IV.

Table 55 gives the results of the ethnocentrism scale for the total sample and then for each of the counsellor and educational psychology samples. In general, the mean score for ethnocentrism was considerably lower than the score for authoritarianism. According to this measure, the majority of pupil support personnel are not ethnocentric.

A few of the respondents agreed with two items on this scale. They were, "It is only natural and right for each person to think that his family is better than any other" and "Canada may not be perfect, but the Canadian way has brought us about as close as human beings can get to a perfect society." The strongest

Table 54

Authoritarianism of Respondents by Most Recent Degree

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
People can be divided into two distinct classes: the weak and the strong.	B	2.5	1.6	73.7	10.5	15.8
	G	2.1	1.5	79.1	11.6	9.3
An insult to our honour should always be punished.	B	3.1	1.5	57.9	31.6	10.6
	G	2.3	1.5	76.7	14.0	9.4
What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.	B	3.5	1.7	50.0	25.0	25.0
	G	3.3	1.5	54.8	16.7	28.6
A person who has bad manners, habits and breeding can hardly expect to get along with decent people.	B	3.2	1.7	60.0	20.0	20.0
	G	3.3	1.7	52.5	15.0	32.5
There is hardly anything lower than a person who does not feel a great love, gratitude and respect for his parents.	B	2.9	1.4	60.0	25.0	15.0
	G	2.7	1.5	69.2	12.8	17.0

Table 54 (continued)

Authoritarianism of Respondents by Most Recent Degree

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
Sex crimes, such as rape and attacks on children deserve much more than mere imprisonment; such criminals ought to be publicly whipped.	B	2.7	1.6	75.0	5.0	20.0
	G	2.8	1.6	80.0	7.5	12.5
Obedience and respect for authority are the most important virtues children should learn.	B	2.8	1.4	60.0	30.0	10.0
	G	3.0	1.7	62.5	12.5	25.0
Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.	B	4.0	1.3	40.0	30.0	30.0
	G	3.4	1.6	53.7	17.1	29.3
Total Score	B	3.1	1.5	59.6	22.1	18.3
	G	2.9	1.6	67.8	13.4	18.3

Note. B = Bachelors Degree G = Graduate Degree

disagreement was directed towards the most explicitly racist statements such as, "Foreigners are all right in their place, but they carry it too far when they get too familiar with us" and, "It would be a mistake ever

Table 55

Ethnocentrism of Respondents

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
Foreigners are all right in their place but they carry it too far when they get too familiar with us.	T	1.5	0.8	98.4	0	1.6
	C	1.6	0.8	97.8	0	2.2
	EP	1.2	0.4	100.0	0	0
It is only natural and right for each person to think that his family is better than any other.	T	2.8	1.7	65.1	14.3	20.7
	C	2.6	1.5	71.1	11.1	17.8
	EP	3.1	1.9	50.0	22.2	27.8
The worst danger to real Canadianism during the last 50 years has come from foreign ideas and agitators.	T	1.9	1.3	84.1	9.5	6.3
	C	1.8	1.1	88.9	6.7	4.4
	EP	2.1	1.6	72.2	16.7	11.1
It would be a mistake ever to have coloured people for foremen and leaders over whites.	T	1.2	0.8	96.8	1.6	1.6
	C	1.3	1.0	95.6	2.2	2.2
	EP	1.1	0.2	100.0	0	0
People who do not believe that we have the best kind of government in the world should be made to leave the country.	T	2.5	1.5	90.5	6.3	3.2
	C	1.7	1.1	88.9	8.9	2.2
	EP	1.5	1.0	94.4	0	5.6
Canada may not be perfect, but the Canadian way brought us about as close as human beings can get to a perfect society.	T	3.1	1.8	58.1	16.1	25.8
	C	3.0	1.8	60.0	15.6	24.4
	EP	3.1	1.8	52.9	17.6	29.4

Table 55 (continued)

Ethnocentrism of Respondents

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
Total Score	T	2.2	1.3	82.2	8.0	9.9
	C	2.0	1.2	83.7	7.4	8.9
	EP	2.0	1.2	78.3	9.4	12.3

Note. T = Total Sample C = Counsellors EP = Ed Psychs

to have colored people for foremen and leaders over whites." No noticeable difference between the counsellors and educational psychologists was found on this measure.

Table 56 presents the ethnocentrism levels for graduate and undergraduate respondents. Overall, the difference between the two groups was small, suggesting again that ethnocentrism is not greatly influenced by level of university training.

To discover whether ethnocentrism varies between those in the sample who are interested in further training and those who express no interest in this training, the data were sorted according to the answer on this variable. The means, standard deviations, and percentages for each of the six items are presented in Table 57.

Table 56

Ethnocentrism of Respondents by Most Recent Degree

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
Foreigners are all right in their place but they carry it too far when they get too familiar with us.	B	1.7	1.0	95.0	0	5.0
	G	1.3	0.6	100.0	0	0
It is only natural and right for each person to think that his family is better than any other.	B	3.0	1.5	60.0	20.0	20.0
	G	2.7	1.7	66.7	11.9	21.5
The worst danger to real Canadianism during the last 50 years has come from foreign ideas and agitators.	B	1.8	1.0	90.0	10.0	0
	G	1.9	1.4	83.3	7.1	9.5
It would be a mistake ever to have coloured people for foremen and leaders over whites.	B	1.4	0.7	95.0	5.0	0
	G	1.2	1.0	97.6	0	2.4
People who do not believe that we have the best kind of government in the world should be made to leave the country.	B	1.9	1.3	90.0	5.0	5.0
	G	1.5	1.0	92.9	4.8	2.4
Canada may not be perfect, but the Canadian way brought us about as close as human beings can get to a perfect society.	B	2.8	1.5	65.0	25.0	10.0
	G	3.1	1.9	56.1	12.2	31.7

Table 56 (continued)

Ethnocentrism of Respondents by Most Recent Degree

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
Total Score	B	2.1	1.2	82.5	10.8	6.7
	G	2.0	1.3	82.8	6.0	11.25

Note. B = Bachelors Degree G = Graduate Degree

Again, it is clear that very little difference exists between these two groups on the vast majority of items. The group not interested in further training, however, agreed with the last item with somewhat greater frequency than did the other group.

In order to provide further psychological information on the respondents, the value survey originally used by Berry, Kalin and Taylor was replicated in the present survey instrument. Rokeach (1973) has made a distinction between terminal and instrumental values. Terminal values are defined as idealized end-states of existence and instrumental values as idealized modes of behaviour. In the present study, the value system of the pupil support personnel was assessed through the value survey, which consisted of a list of value names, such as "freedom" and

Table 57

Ethnocentrism of Respondents by Interest in Further Training

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
Foreigners are all right in their place but they carry it too too far when they get too familiar with us.	N	1.5	0.7	100.0	0	0
	I	1.5	0.8	98.0	0	2.0
It is only natural and right for each person to think that his family is better than any other.	N	2.8	1.7	75.0	0	25.0
	I	2.7	1.6	64.0	18.0	18.0
The worst danger to real Canadianism during the last 50 years has come from foreign ideas and agitators.	N	2.1	1.2	75.0	25.0	0
	I	1.9	1.3	86.0	6.0	8.0
It would be a mistake ever to have coloured people for foremen and leaders over whites.	N	1.2	0.4	100.0	0	0
	I	1.3	0.9	95.9	2.0	2.0
People who do not believe that we have the best kind of government in the world should be made to leave the country.	N	2.2	1.7	83.3	0	16.6
	I	1.5	0.9	92.0	8.0	0

Table 57 (continued)

Ethnocentrism of Respondents by Interest in Further Training

Item		Mean	S.D.	% Disagree (1-3)	% Neut. (4)	% Agree (5-7)
Canada may not be perfect, but the Canadian way brought us about as close as human beings can get to a perfect society.	N	3.6	2.0	50.0	8.3	41.7
	I	2.9	1.7	61.2	16.3	22.4
Total Score	N	2.2	1.3	80.6	5.6	13.9
	I	2.0	1.2	82.9	8.4	8.7

Note. N = Not Interested I = Interested

"equality." The respondents were instructed to rank the values in order of their importance to him or her.

The score for each value is the rank assigned to that value by a respondent. A low number indicates a high rank; that is, the lower a number an individual assigned to a given value, the more important is that value in the individual's value system.

Table 58 represents the average ranks for the twelve values. The column headed "composite rank" is simply the rank order of the average ranks. From the

table it appears that the values of greatest importance to pupil support personnel are: "self respect", "freedom" and "a world at peace." Least important of the twelve values are: "social recognition", "national security" and "a world of beauty." It should be mentioned that "equality", which has been found to be predictive of ethnic tolerance, ranks in the bottom half for counsellors and in fifth position for educational psychologists. Generally, these two groups ranked most values the same or close to the same. The exceptions were "happiness", "true friendship" and "salvation."

Respondents' data were then sorted according to expressed interest in further training. Results of this breakdown are presented in Table 59. With respect to values, the two groups are distinctly different in the ranking of at least one value. Namely, those who are not interested in further training ranked, "happiness" as the most important value whereas those interested in further training ranked it seventh out of 12. "Self-Respect" was the value ranked first by those who expressed a desire in further cross-cultural training.

Table 58

Personal Values of Respondents

Values		Mean Rank	S.D.	Composite Rank
Comfortable Life	T	8.2	2.7	9
	C	8.4	2.5	9
	EP	7.8	3.3	8
A World at Peace	T	4.8	3.0	3
	C	4.6	2.9	3.5
	EP	5.3	3.3	3.5
A World of Beauty	T	8.6	2.4	10
	C	8.7	2.1	10
	EP	8.5	3.2	10
Equality	T	6.0	2.8	7
	C	6.3	2.9	7
	EP	5.5	2.8	5
Family Security	T	5.4	2.8	5
	C	5.0	2.6	5
	EP	6.2	3.3	7
Freedom	T	4.2	2.5	2
	C	4.4	2.5	2
	EP	3.9	2.6	2
Happiness	T	4.9	2.8	4
	C	4.6	2.9	3.5
	EP	5.9	2.2	6
National Security	T	8.7	2.5	11
	C	9.0	2.4	11
	EP	8.1	2.7	9
Salvation	T	7.7	4.4	8
	C	7.2	4.4	8
	EP	9.0	4.2	11

Table 58 (continued)

Personal Values of Respondents

Values		Mean Rank	S.D.	Composite Rank
Self Respect	T	3.4	2.4	1
	C	3.6	2.5	1
	EP	2.8	2.0	1
Social Recognition	T	10.0	2.2	12
	C	10.1	2.4	12
	EP	9.8	1.6	12
True Friendship	T	5.8	2.8	6
	C	5.8	2.9	6
	EP	5.3	2.4	3.5

Note. T = Total Sample C = Counsellors EP = Ed Psychs

Summary

The majority of the pupil support personnel in this province are unaware of the federal government's policy of multiculturalism. Despite this low level of knowledge of the policy, multicultural attitudes were generally positive. With respect to multicultural ideology, respondents were on the whole, very much in favour of cultural diversity in Canada, suggesting that they believe all students, regardless of ethnicity, should have equal educational opportunity and outcome.

To assess the respondents' psychological

Table 59

Personal Values of Respondents by Interest in Further Training

Values		Mean Rank	S.D.	Composite Rank
Comfortable Life	N	7.6	2.5	8
	I	8.4	2.8	9.5
A World at Peace	N	5.8	3.2	5
	I	4.9	2.9	3
A World of Beauty	N	9.1	1.8	11
	I	8.4	2.5	9.5
Equality	N	6.9	2.5	7
	I	5.7	2.8	5.5
Family Security	N	4.3	2.9	3
	I	5.6	2.8	4
Freedom	N	4.7	2.9	4
	I	4.2	2.4	2
Happiness	N	3.3	2.3	1
	I	5.9	2.7	7
National Security	N	8.5	2.2	10
	I	8.9	2.5	11
Salvation	N	8.4	4.6	9
	I	7.6	4.4	8

Table 59 (continued)

Personal Values of Respondents by Interest in Further Training

Values		Mean Rank	S.D.	Composite Rank
Self Respect	N	3.9	2.8	2
	I	3.2	2.3	1
Social Recognition	N	9.6	3.1	12
	I	10.1	2.0	12
True Friendship	N	5.9	2.9	6
	I	5.7	2.8	5.5

Note. N = No Interest I = Interest

characteristics, the survey instrument included measures of authoritarianism, ethnocentrism and personal values, all of which have previously been related to ethnic prejudice. The pupil support personnel in this province, are generally non-authoritarian and non-ethnocentric. They value "self respect", "freedom" and "a world at peace" most highly and "social recognition" the least. The value "equality", which is predictive of ethnic tolerance, appeared in the middle of the value hierarchy in the

present sample.

With regard to multicultural ideology, authoritarianism, ethnocentrism and personal values, it was found that the level of education did not significantly affect the overall scores. Those respondents who expressed no interest in receiving future training in cross-cultural counselling and/or assessment scored lower on the multicultural ideology scale and higher on both the authoritarianism and ethnocentrism scales, and placed a greater priority on "happiness" and "family security" and a lower priority on "self respect", "a world at peace" and "equality", than did those who were interested in further training. No significant difference on any of the scales was found.

Overall, respondents in the survey showed a reasonably high level of overt tolerance for ethnic diversity and a general acceptance for multiculturalism as a social fact. This suggests, in a very broad sense, that they believe in the fundamental principles of multicultural education and are interested in better meeting the needs of the ethnically diverse student population in this province.

Evaluation

In Section V of both questionnaires, respondents were given an opportunity to evaluate the survey instrument. Initially they were asked if the questions were appropriate. Over half of the respondents (53%) said yes, another 10% said most of them were and the other 37% said no. When asked what changes could have been made, the overwhelming response was "the questionnaire could be shortened. It was too long and time consuming as well as repetitive in some areas." The second most frequently cited suggestion for change was to eliminate the Attitudes Section. For example, one respondent stated, "I don't know what results you expect from the racist statements you presented on pp. 13-16, but I think they prove little when given to professionally trained people." Another respondent was less negative but stated, "My only reservation is the attitudes section. While racial attitudes cover some of these areas, I would suggest also including more subtle questions."

Question 2 of Section V asked what factors had been overlooked and how a study of such issues be approached. In answer to this question, a number of respondents said that the uniqueness of the

Saskatchewan rural school system had been overlooked. Another stated that the values held by the "system" did not necessarily reflect how he or she felt as an individual and perhaps questions addressing those differences be added. One respondent said the survey had overlooked special services provided for ethnic minority student, such as designated programs for French and native students.

A few respondents commented that the survey did not follow the stated objectives presented in the accompanying letter. One person expressed extreme frustration about this stating, "I thought the questionnaire was meant to elicit information regarding policies, practices, etc. in counselling, assessment of students in Saskatchewan. This seemed to be a questionnaire on ethnic groups, my attitudes towards them and on multiculturalism, and my attitudes towards it. I object to this type of devious means of gathering information.

Still others made comments reflecting their individual beliefs and philosophies regarding multiculturalism and multicultural education. For example, one respondent stated, "I feel each culture can and should be maintained with pride but not when it is in conflict with the values on which our country was

founded - and when it causes disintegration of our society." Regarding the treatment of ethnic minority students, another stated, "Personally, I feel anyone living in Canada is a Canadian and should be treated as such. I do not believe in segregation. I definitely feel all people in Canada should be treated equal. Skin color does not mean a thing to me - nor does nationality - nor does religion - I do not consider minority or majority groups - we're all people - male and female. Obviously, there are good and bad in all groups." In a similar fashion, another stated, "Why ethnic minorities should be distinct is beyond me - they are not a homogeneous bunch that can be pigeon-holed. Each person needs individual treatment - not just someone labelled a minority member."

On a more positive note, a substantial number of respondents said the survey was interesting and "thought-provoking." Many felt it was an issue that "needs consideration in Saskatchewan schools." Still others said they appreciated the breadth of the survey and that it made them "conscious of several areas in a fresh way." One person stated strongly, "I would like to see not only the results of the survey, but results in ACTION." Many others requested that the survey results be forwarded to them.

CHAPTER 5

Discussion

In the years since the liberalization of the federal government's immigration policy and the adoption of a federal policy of multiculturalism, there has been a tremendous increase in Canada's ethnic minority population. Saskatchewan in general and the province's education systems in particular have not been exempt from the resultant changes to the student population.

Prior to this study, the effects of these changes on the pupil services programs had never been investigated. With the proposed adoption of a multicultural education policy, counsellors and educational psychologists in the province were surveyed to determine their current practices in the counselling and assessment of both majority and ethnic minority students. Furthermore, they were given an opportunity to identify their training and information needs in the areas of cross-cultural counselling and assessment.

In the final chapter of this thesis, the first eight research questions posed in Chapter 1 are restated. The answers to the questions are then examined in the context of national and international

trends. This process in turn satisfies research question #9. Recommendations for action based upon the results of the study as well as suggestions for future research are presented at the end of the chapter, thereby addressing research question #10.

Questions

Question #1

What instruments and procedures are employed in the testing, assessment and placement of students in the schools of the province?

The answers to this question were examined in detail in Chapter 4. Very briefly, Saskatchewan lacks a provincial policy for general student testing, assessment and placement. The province does have a Special Education Policy which supplies a framework for providing handicapped children with educational opportunities which are relevant to their needs.

Administrators rely heavily upon a student's past records and an interview with the student and parents upon entry into a school. When diagnostic assessment is warranted upon initial entry, standardized intelligence tests, such as the WISC-R, Stanford-Binet and the WRAT, comprise the test battery.

The classroom teacher plays a major role in the placement process. It is generally the teacher who monitors the child upon entry, routinely examines the child in the classroom setting and who initiates the referral process to the educational psychologist or special education consultant. The educational psychologist then assumes the responsibility for deciding which tests will be used for diagnosis and for administering the test. The teacher, or sometimes the parent, also activates the referral process when there is low academic achievement in the initial placement and a reassessment is warranted. Before a child is placed in a classroom better suited to his/her needs, a case conference is held, there are a series of oral communications and a written report of test results is submitted by the educational psychologist to the principal and the classroom teacher.

The instruments and procedures used for the testing, assessment and placement of students in Saskatchewan are very similar to those employed in other provinces (Leitch & Sodhi, 1985). Most provinces have special education policies for "handicapped" children with special funding criteria. In general, however, the instruments and procedures used for

testing, assessment and placement of "majority" students are usually determined at a school board level and are poorly documented.

Question #2

Are there any significant variations in the instruments and procedures employed in the testing, assessment and placement of ethnic minority students in the province?

In general, very few, if any, psychologists in this province employ different instruments or special procedures for the testing, assessment and placement of ethnic minority students. The same reception procedures as those used for majority students are in place, and similar tests are used for diagnoses. These tests are generally not modified for ethnic minority students but cautionary notes regarding the precision of the scores obtained are generally made on the final report.

The instruments and procedures employed are similar for majority and ethnic minority students despite the perceptions of the educational psychologists that the latter have unique problems and needs, including better English training and/or alternative programming. These professionals also

agree that a variety of culturally-reduced assessment instruments are warranted and/or local norms are required when the standardized measures are used.

As mentioned in Chapter 2, Ontario is perhaps the most active province in the implementation of multicultural education programs. The Ontario government has a provincial policy of multiculturalism, but the development of procedures for the reception, assessment and placement of ethnic minority students has been left to individual boards. Unlike boards in Saskatchewan, however, many Ontario boards have accepted the challenge and now have at least modified or adopted new policies with respect to the assessment of minorities. A few examples of progressive boards are the Board of Education for the borough of North York and the Toronto Metropolitan Separate School Board. Similar initiatives have been taken in large urban centres in both British Columbia and Manitoba (Magsino & Singh, 1986).

Consistent with the results obtained in the present study, initial intake procedures for ethnic minority students do not differ from those of majority students (Samuda & Crawford, 1980). Ontario data suggest, however, that for minority students, tests are

used more extensively during the reassessment process than during the initial placement. Many boards in fact eschew the use of standardized testing until a student has been in the system for at least two years. Furthermore, teacher-made tests are the ones most frequently used for ethnic minority students in Ontario schools followed by the WISC-R, the WRAT and the Peabody Individual Achievement Test.

In British Columbia, nearly one third of the districts presently offer reception classes for those students requiring English language training (Day & Shapson, 1981). Withdrawal classes, wherein students leave their regular classes periodically to receive special instruction, are offered in over two-thirds of the districts. In Manitoba, ethnic minority students at the elementary level may be placed in regular classes, regular classes with time in ESL, in ESL and withdrawal to regular classes or ESL on a full time basis. At the secondary level, students can take credited courses in ESL or functional literacy. In all of the preceding programs, boards advise extreme caution in the use of formalized intellectual assessment until a student obtains a specified level of English fluency.

When formal education is used for the various ethnic minority groups in Ontario schools, the vast majority of boards modify their tests (Samuda & Crawford, 1980). The three most common modifications made are time extension, omission of items and substitution of words. Ontario teachers play the predominant role in the monitoring and placement of minority students, determining the content of programs and activating the referral process. In addition, because teacher-made tests are more frequently used than standardized intelligence tests, the teacher in Ontario also bears the responsibility for designing and using tests. These results support the findings of the present study that there is a need for appropriate cross-cultural training or retraining for teachers as well as educational psychologists who work with ethnic minority students.

Similar to the results of the present study, the researchers in Ontario were met with a relative degree of defensiveness on the part of respondents when asked about the difference in testing and placement procedures and practices as they relate to majority and ethnic minority students (Samuda & Crawford, 1980). A favorite response in the Ontario survey was, "We treat

them all alike", thus emphasizing what was considered to be a democratic and acceptable mode. But, as Samuda and Crawford (1980) state, "such an attitude might also imply deeply embedded notions of what some respondents perceive education ought to be as well as the absolute acceptance of an expected norm of behaviour matched to the Anglo-Canadian assimilationist model" (p. 242).

Very few respondents in the present study mentioned using criterion-referenced testing, providing translation services to ethnic minority students or measuring "cognitive processes" as opposed to "cognitive products" when assessing these students. These ways of accommodating ethnic minority students are evident in the United States (Bailey & Harbin, 1980; Fuchigami, 1980; Hilliard, 1980) and in other parts of Canada (D'Oyley & Massey, 1983; Gamlin, 1985; Mulcahy & Marfo, 1987). Others (Samuda, 1985; Samuda, Chodzinski & Marissen, 1987) advocate employing a team approach to assess a student's acculturation, adaptive behaviour, primary language and social, cultural and ethnocultural background. Olmedo (1981) suggests that any consideration of testing of linguistic minorities must recognize the "social, political and economic realities facing these groups, the relevance of

educational opportunities to these realities and the significance of linguistic factors to both educational opportunities and socioeconomic realities" (p. 1079). These various approaches or viewpoints regarding the assessment of minorities were rarely mentioned in the findings of the current study. In addition, despite the finding that ESL programs are rare in Saskatchewan (Lingard, 1987) the respondents in the present survey most often identified other programs, such as special education programs for behaviour problems, and for the emotionally disturbed and external vocational and/or occupational placements as the ones most frequently required for students in Saskatchewan schools. These findings suggest that educational psychologists in this province are unfamiliar with the recent national and international trends in the area of cross-cultural assessment and placement.

Question #3

What counselling methods are currently employed by guidance counsellors in the schools of this province?

It was discovered that an official policy of guidance and counselling does not exist at a provincial level. Furthermore, very few school boards have stated guidelines for counselling practice. Individual

counselling is the most frequently employed counselling method and each student is seen between four and five times, on the average, at different times throughout the school year. In Saskatchewan, the problems most counsellors are presented with range from a student's underachievement and/or problems learning and career concerns to absenteeism or tardiness, alcoholism and drug abuse and attitudes towards authority figures.

Question #4

Are there any significant variations in the counselling methods used with ethnic minority students?

There are no special allowances made for the counselling of ethnic minority students in this province. Some of the native students receive guidance from native education coordinators who are hired by school boards, but overall, there are few, if any, differences in the counselling programs for majority and ethnic minority students. Saskatchewan counsellors recognize the special problems and counselling needs of ethnic minority students and appreciate that changes are necessary in the education system to better accommodate these students. Specifically, they recognize that school staff and majority students must assume a greater responsibility in helping these students by

learning to understand and accept their cultural similarities and differences.

The information obtained regarding counselling policy and methodology in this province does not vary substantially from that found in other provinces in Canada. In Ontario, for example, very few boards have a policy for the counselling of ethnic minority students (Samuda & Crawford, 1980). A large proportion of Ontario counsellors have the attitude that problems related to new Canadian minority students fall outside their jurisdiction. They often feel overwhelmed with the responsibilities they are given and thwarted by the lack of training, support and services available to them.

Many of the counsellors in other parts of the country have experienced similar frustrations in providing counselling services to ethnic minority students. Although they possess the trademarks of the effective counsellor and are accepting, understanding, empathetic and aware of individual uniqueness, many counsellors find it hard to apply their skills in the context of cultural and racial diversity (Chodzinski, 1984). Furthermore, there are no specific theoretical approaches or models on which counsellors can rely.

Some counsellors working with minority group children may also have personal biases and stereotypic attitudes that are difficult to modify and hamper the climate for social change.

In addition to these professional concerns, Canadian counsellors have been confronted by other difficulties that threaten the success of the counselling experience (Chodzinski, 1984; Samuda, 1985). They lack educational support services and community acceptance of and resources for new immigrant and ethnic minority students. There are very few adequately trained and receptive teachers, inadequate second language training facilities and unsystematic intake procedures. In addition, ethnic minority students are often resistant and reluctant to self disclose. Moreover, they may have value conflicts with the counsellors and/or differing expectations of the counselling relationship.

The North American research in cross-cultural counselling suggests that traditional counselling skills, such as attending, questioning, responding and reflecting are on-going concerns that take on an added importance in cross-cultural counselling situations (Marsella & Pedersen, 1981; Sue, 1981). That is,

counsellors must learn how to listen to the culturally different client and how to interpret the client's nonverbal messages as well as the spoken words. These skills must be combined with counsellor self-awareness, an awareness of the client's cultural values, background and ethics as well as an understanding of the "politics of education" and counselling (Chodzinski, 1985).

Many counsellors are advocates of training involving "world views" and how these effect the counselling expectations of minority group clients. A world view is broadly defined as "how a person perceives his or her relationship to the world including nature, institutions, other people, things, etc." (Sue, 1978, p. 73). These world views are highly correlated with a person's cultural upbringing and life experiences. For minorities, a strong determinant of world views is very much related to racism and the perceptions others have of their lives. World views, therefore, effect the counselling relationship. One of the major reasons that ethnic minority students may prematurely terminate counselling is that counsellors may not only differ in world view, but employ counselling skills inappropriate to their client's

lifestyle (Sue, 1981).

These are just some of the issues in the field of guidance and counselling for ethnic minority students. In Canada, the culturally-effective counsellor can also serve a preventative role by making contact with the student's family (Westwood, 1983). The counsellor can assess the degree to which the family is in stress because of parent-child conflicts or adjustment to the new society. Within the school, the counsellor can assist teachers in dealing with multicultural classrooms through cultural awareness, assessment and remediation. The counsellor can also help foster a multicultural climate in the school by encouraging the development of topics related to multiculturalism in the humanities and social sciences, initiating a "buddy" support system for new students, developing links with community groups and encouraging extra-curricular cultural programs. Perhaps one major limitation in the present research was that counsellors were not asked how they contributed to the school's total multicultural climate.

Question #5

How do guidance counsellors and educational psychologists in this province rate their levels of

competency in the skills required for effective cross-cultural counselling and assessment?

As described in Chapter 4, the vast majority of the pupil support personnel who responded to the survey feel they are, at present, only adequately prepared in the nine competency areas identified by the APA's Division 17 as being important for cross-cultural practice. They have also indicated that their formal pre-service training did not contribute much to their current level of preparation, except for in the generic counselling skill areas. Their formal training was the weakest in providing them with specific knowledge of the various ethnic groups in Saskatchewan and how the sociopolitical system in the country operates in its treatment of minorities. The respondents said that their formal training also did a very poor job of providing them with "cultural self-awareness" and an awareness of their own values and how they may affect ethnic minority clients.

In a study conducted in Winnipeg, counsellors and others working with ethnic minority students expressed similar concerns about their cross-cultural competencies (Winnipeg School Division, No. 1, 1987). They felt that there was the need for a heightened level

of awareness of the language and cultural backgrounds and values of their students. They also saw the need to improve their knowledge and skills related to counselling students from diverse cultural backgrounds and the need to improve liaison with families of ESL students in order to "interpret school policy, procedures, programs, school expectations to the home" (p. 3). Although most of the people surveyed in Winnipeg believed that the delivery of counselling services to ESL students in city schools was successful, the majority felt that neither ESL staff (61%) nor counsellors (72%) were adequately knowledgeable or skilled enough to effectively deal with the counselling needs of ethnic minority students.

Many researchers believe that counsellors and others working with specific ethnic minority groups must be aware of the unique values, expectations and counselling needs of these groups. Kong (1985) writes about the main problems the Chinese as a visible minority have. Joti Bhatnager (1985) describes the special problems of South Asians who live in Canada. Elliston (1985) shows that West Indians are a cautious heterogeneous sociocultural-linguistic group. Blue and Annis (1985) stress the need for a special kind of

counselling model for Native Canadians and Wyspianski and Fournier-Ruggles (1985) address the issues in counselling European immigrants. The literature suggests, therefore, that the perceived low levels of cross-cultural competency expressed by Saskatchewan counsellors in the present study are typical and are felt by counsellors throughout the country.

Question #6

What are the prevailing attitudes of these professionals towards multiculturalism and cultural pluralism?

As stated in Chapter 4, the majority of the pupil support personnel in this province are unaware of the federal government's policy of multiculturalism. On the other hand, the respondents possess a positive attitude toward multiculturalism and are generally non-authoritarian and non-ethnocentric. They value "self-respect", "freedom" and a "world at peace."

The psychological characteristics of pupil support personnel, as revealed in the present study, can be compared with various descriptions of "culturally-effective" educators by social scientists and with the results of the original attitudes survey conducted in

1976. While precise comparisons are difficult, suggestive trends can nevertheless be noted.

In the 1976 study, the college or university-trained Canadians surveyed very seldom knew about the policy of multiculturalism. At that time, the well-educated were more authoritarian and ethnocentric than they are now, if the present study can be considered indicative of an attitude shift. "Family security" and "freedom" were ranked as the most important values. In general, in 1976, Canadians showed a reasonably high level of overt tolerance for ethnic diversity and a general acceptance for multiculturalism as a social fact; however, a "certain level of covert concern and reluctance to accept ethnic diversity was also uncovered" (Berry et al., 1977, p. 248).

It appears, therefore, that the climate for multiculturalism in Saskatchewan today maybe more positive than it was in 1976. Mock (1983) feels that positive multicultural attitudes are crucial to the effective delivery of a multicultural education program, including counselling and assessment services. She believes that people working in a multicultural society must truly believe in cultural pluralism as a worthy goal of Canadian society and must have a

personal, as well as a professional, commitment to that goal. They must also understand that minority cultures have generally been regarded as inferior to the dominant culture and that this negative self image that the children acquire needs enhancement. Successful multicultural practitioners must also have a respect for the culturally different child, an awareness that cultural and linguistic differences are positive, a willingness to learn about multicultural education and "flexibility in human relations and an ability to contribute and share ideas" (p. 90).

Hoopes (1980) proposes that in dealing with other cultures it is necessary for one to become aware of the depth of their own particular cultural conditioning and its pervasiveness in response to others. He believes that in a global interdependent society, education must first operate as a two-way street. Instead of assimilating all into a "melting pot" culture and cutting students off from their traditional cultures while failing to provide access to mainstream cultures, education must open the doors to the corridors of learning that lead to economic and political power, without requiring students to deny their racial or ethnic background.

In sum, Saskatchewan educational psychologists and counsellors, regardless of level of training, years of experience or primary service area, appear to possess many of the personal attitudes and qualities that others have identified as critical in working effectively in a multicultural society.

Question #7

Given the context of a changing school population, what are the most urgent training needs - both individual and institutional - as perceived by pupil support personnel?

Overall, the majority of respondents rated all nine competencies identified by the APA as very important for their localities and expressed a strong interest in receiving further training in all nine areas. They felt, however, that the most urgent individual training needs involved a greater awareness or understanding of the particular ethnic groups in Saskatchewan and a better understanding of their own values and biases and how they may affect minority clients. In order to identify what were the most urgent institutional training needs, respondents rated eight school board initiatives in order of importance. Generally, the most highly rated initiative was the

provision of professional development programs and in-service sessions for counsellors, psychologists, teachers and administrators. Following this, the respondents felt that the school boards should provide resources for the development and dissemination of programs, resource units and materials to enhance multicultural education throughout all curriculum areas. In other words, the respondents felt the school boards needed to take major steps to provide their staff with the training and materials required to meet the needs of the diverse student population.

The third most important initiative involved the post-secondary training institutions in the province. The respondents felt that these institutions should be encouraged to recognize and affirm their responsibility in the field of multicultural education by ensuring that students gain the knowledge, skills and practical training through their courses of study. In comparison, the adoption of official policy of multicultural education and the continued support for heritage language and second language education were rated as relatively unimportant initiatives.

These findings reflect the situation in other parts of Canada. The vast majority of school boards

across the country do not have official policies for multicultural education. As Anderson and Fullan (1985) report, the absence of an official board policy, however, does not preclude local multicultural policies and practices. In many provinces although there is varying agreement about the perceived need for and goals of multiculturalism and race relations policies, "there is consensus about the need for staff development, the addition of multicultural content to curriculum and the reduction of bias in curriculum materials for immigrant students" (p. 18). There is, however, less agreement about proposals for heritage language instruction, ways to respond to racial incidents and the need for affirmative action in hiring and promotion (Anderson & Fullan, 1985; Beauchesne, 1985; Magsino & Singh, 1986). The results of the present study are, therefore, very similar to those yielded by research done in other parts of Canada.

Despite much of the disagreement about heritage and second language instruction, the majority of boards across the country spend most of the funds allocated to multicultural education providing these services (Beauchesne, 1985). Several provinces, such as Ontario, Quebec, British Columbia and Manitoba, also

have system-level community relations/services departments. These departments hire community liaison workers to establish communication between the family and the school. Their role is to make the school system more accessible to ethnic minority parents and ensure that translation services will be available to students and their families when needed.

In terms of the secondary training institution initiative, which was ranked third in importance in the present study, many Canadian researchers have stressed the need for pre-service training in multicultural issues (Chodzinski, 1985; Dillard, 1983, Samuda, 1985; Samuda & Crawford, 1980). Dillard (1983) believes that graduate programs and training must create programs that address the diverse problems of a multicultural society. There must be, however, a practical link between the counselling orientations of the counsellors and their intended work sites. As well, information alone does not ensure cultural effectiveness. A practicum or internship must be an integral part of any cross-cultural training program.

Copeland (1982) suggests that there are basically four models for incorporating the needs of racial and ethnic minorities into existing formal training

packages. These are the separate course model, the area of concentration model, the interdisciplinary model and the integration model. The separate course model adds one course to an existing program. This course provides a historical overview and theoretical base from which to study minorities, an opportunity for students to develop both affective and cognitive skills to work with minorities and opportunities to interact in cross-cultural situations. The area of concentration model generally includes a core of classes in one discipline, along with skill-building activities and a practicum or internship in an appropriate multicultural setting. The interdisciplinary model should be used when students wish to further enhance their training by selecting courses from other human services fields such as psychology, sociology, political science, economics and ethnic studies.

While the first three models can be effective in training students how to work with minority populations, some argue that the needs of these groups should be examined in every course of the counselling or teaching curriculum. The integration model is the most desirable because all students in the program

benefit from the instruction and training. It also encourages faculty, practicing professionals and client populations to take an active role in program evaluation and can be regularly modified as needs change.

Question #8

What form do counsellors and educational psychologists think this cross-cultural training should take?

The vast majority of the respondents think their training should be in the form of workshops provided by their respective provincial professional associations or their local school boards. They rated workshops sponsored by the Canadian Guidance and Counselling Association (CGCA), summer short courses offered by the Saskatchewan Teacher's Federation and graduate courses at University as the less desirable alternatives.

Kehoe (1983) believes that there are a number of reasons for implementing in-service multicultural training programs rather than a pre-service program. One reason is that in-service speaks to those professionals who have an immediate concern, in that they are faced with problems on a daily basis. He does not think cross-cultural training programs are likely

to influence the behaviors of pre-service teachers and pupil support personnel. Kehoe (1984a) has also shown that pre-service professionals are typically anxious and preoccupied with their own survival. As a consequence, they are not prepared to benefit from the very real help which post-secondary education offers them. They are not willing to take courses that supplement their core program and the more they know the worse they feel. The longer a counsellor or educational psychologists has worked, the more value placed on credible innovation and the greater the impact it will have on counselling and assessment practices.

Still others feel that any kind of in-service in cross-cultural education must have a strong practice component as well as providing information about multiculturalism policy, ethnic group values, and other related issues (Hoopes, 1980; Kehoe, 1984a; Wood, 1986). A prime example of a comprehensive training package is the "Counselling for the Multicultural Reality" program. This particular program consists of an intensive three-day, 30 to 45 hour, workshop. It was recently conducted by Dr. Neil MacDonald for the Winnipeg School Division and then followed-up by two

sessions organized and conducted by Division consultants in pupil services and multicultural education. The program was targeted for counsellors, ESL teachers, administrators and related personnel engaged in providing counselling and support services to those children with diverse ethnic backgrounds (Preyma & Melnicer, 1985). The objectives of the program were not only to provide information and awareness about ethno-cultural groups and the problems and barriers they experience as well as the current policies, philosophies and programs in cross-cultural counselling, but also to practice skills related to clients of different ethnic backgrounds with the use of role plays and case studies. The crux of the program was the plan of action. Participants were encouraged to come up with techniques to combat racism in the school and promote the system's response to needs.

The vast majority of the participants rated the program as extremely positive (Winnipeg School Division No. 1, 1987). They felt the organization was "excellent", the objectives "clearly evident", the ideas and activities "interesting" and their attendance "beneficial." The comments regarding the five training days were exclusively positive and included statements

such as,

- "I think that I would or could have been a better counsellor if I was aware of some of the things that we have learned during this training" (p. 1).

- "I think the emphasis on knowing what you are - your values, what you project to others was the most valuable aspect for me" (p. 2).

When asked what could have made the training more effective, some typical responses were,

- "More activities for small-group work" (p. 3).

- "Longer time period really needed - it's an enormous subject area" (p. 3).

Finally, when asked what follow-up sessions they'd like offered, many said they wanted more specific counselling suggestions on how to work with specific groups. One participant suggested drafting some resolutions to present to the board on the need for more money to get a corps of trained interpreters, psychologists, etc.

The literature indicates, therefore, that the training component requested by the pupil support personnel in this province should contain both an information package and an opportunity for practicing counselling and assessment skills with minority group students. As in the program offered in Winnipeg, the training programs should provide:

> information about ethno-cultural traditions, practices, lifestyles of major prevalent groups, awareness of the issues, obstacles, problems, barriers, needs related to appropriate and adequate counselling services in light of the multicultural reality of the school community, an examination of current practices, policies, philosophies and programs dealing with cross-cultural counselling issues locally, provincially and federally, and a knowledge of resources available". (Winnipeg School Division, No. 1, 1987, pp. 3-4)

The package should also allow an opportunity for participants to develop a plan for action in dealing with problems in a school, time to practice skills in relating to clients of different ethnic backgrounds and an opportunity to perform in advocacy roles; i.e., in promoting the system's response to needs.

Conclusions

Throughout the United States and Canada, as well as in other industrialized countries throughout the world, there is a growing need for professionals capable of effectively assisting clients of diverse ethnic and cultural groups. In the areas of mental health, vocational and employment counselling, correctional counselling, counselling in higher education and most importantly, in the school guidance and counselling program areas, there is a documented lack of trained and culturally-effective personnel.

Until very recently, many of the counsellors and educational psychologists wanting training to enhance their cross-cultural skills basically had to learn on their own. Not only was the research on what constituted proper information and training rare but there was only a handful of well-trained cross-cultural specialists in North America who could train others.

During the last five years, this situation has changed dramatically. In both the United States and Canada, the national professional associations and counsellors accreditation boards have decreed that it is unethical for counsellors and psychologists to help minority clients if the counsellors have not had some form of training and course work related to cross-cultural counselling. In addition, there is a growing number of professionals in both countries who have dedicated themselves to the study of cross-cultural issues.

A number of universities in the United States now offer comprehensive programs of study in multicultural education, and a variety of intensive workshops are available for those working with ethnic minority clients, including university faculty members. In Canada, the Ontario Institute for Studies in Education,

the University of British Columbia and the University of Alberta now offer graduate level training in multicultural studies. Other universities across the country are currently considering offering such courses to supplement their existing counsellor and teacher training programs. Individuals such as Samuda, Wolfgang, Chodzinski, Preyma, Melnicer, Simms, Gamlin, MacDonald, Elliston and Kehoe, to name a few, have become the Canadian researchers and/or trainers in the area. School boards across the country are now offering training packages in cross-cultural issues and communication to their staffs.

The cultural and racial diversity of the Saskatchewan student population provides an enormous challenge to the pupil support personnel in this province. As a group, they are relatively recent graduates of Saskatchewan training institutions. These institutions have not yet incorporated a multicultural component into their training programs. Nor is there a multicultural education policy yet in place which would, if clearly articulated, prescribe specific actions by educational services providers including counsellors and educational psychologists.

In the advent of the proposed provincial policy of

multicultural education, the counsellors and educational psychologists have indicated that they believe in the fundamentals of multiculturalism but that they feel inadequate in helping many of the ethnic minority students to achieve their full potential. They have strongly indicated that they want to enhance their cross-cultural skills and believe that their professional associations and local school boards must assume the responsibility for offering this training in the form of in-service workshops. In addition, they have suggested that Saskatchewan's post-secondary institutions must also affirm their responsibility by providing future counsellors, psychologists and teachers with effective cross-cultural skills before they enter the provincial work force. Indirectly, they have acknowledged that Multiculturalism is a policy of the Government of Canada that is here to stay!

Recommendations

In light of the results of the present study and an examination of the literature, the following recommendations are forthcoming:

1) That the professional associations, namely SGCA and SEPA take steps to sponsor intensive in-

service workshops in cross-cultural counselling and/or assessment for their memberships.

2) That SGCA and SEPA incorporate guidelines in their policy statements for the counselling and assessment of ethnic minority students in the province of Saskatchewan.

3) That the Saskatchewan Department of Education provide incentives to school boards in the province to provide in-service cross-cultural training for their counsellors, educational psychologists, teachers and administrators.

4) That the Department of Education act on its promise to adopt an official policy of multicultural education and that the pupil support personnel in this province be asked to contribute to the development of this policy.

5) That pupil support personnel currently employed in Saskatchewan schools be required to undertake in-service training in the concepts, implications and strategies relating to multicultural education and specifically as they relate to student counselling and assessment.

6) That the Saskatchewan Department of Education take steps to ensure that the curricula of all

provincial teacher and pupil support personnel training institutions include an acceptable program for multicultural education and specifically for cross-cultural counselling and assessment. A thorough knowledge of the legislative framework of multicultural education should be a component of the curricula.

7) That the two post-secondary education institutions in the province provide faculty training opportunities in multicultural education and that individuals involved in the education of counsellors and educational psychologists be sensitized to the multicultural training needs of their students and of their graduates' ethnic minority clients.

9) That the Department of Education institute an interboard organization for the specific purpose of collecting, developing and trying out curricular strategies, resources and assessment instruments to augment and support the education of new Canadians.

10) That a study be conducted to determine the validity and reliability of standardized tests and other means of assessment currently being used to

evaluate ethnic minority students in the province of Saskatchewan.

11) That the Department of Education commission a study to determine the perceptions of ethnic minority students and their parents regarding the adequacy of the pupil support services in this province.

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APPENDIXES 1 TO 5

Saskatchewan

Minister
of Education

Legislative Building
Regina, Canada
S4S 0B3

(306) 787-7360

May 27, 1986

Dear Partner in Education:

I am pleased to send you this copy of the Report of the Advisory Committee on Heritage Languages. Would you please take some time to review it and provide me with your comments by the end of June, 1986.

The Report sets out a thoughtful and well integrated set of proposals for the provision of heritage language instruction in Saskatchewan. Understandably, some of them represent a substantial change from our current ways of supporting delivery of language instruction in Saskatchewan.

In the immediate future, I do not intend to act one way or another on the overall recommendations contained in this report. However, I have asked my officials in the Department of Education to prepare a statement of policy on multiculturalism in education.

The Report of the Advisory Committee on Heritage Languages is a significant document that warrants your thoughtful attention. I look forward to receiving your analysis of its implications.

Sincerely,

Patricia A. Smith

Saskatchewan Guidance and Counselling Association

April 14, 1986

Ms. Rupal Bonli
Dept. of Ed. Psyc.
University of Saskatchewan
Saskatoon, Sask.
S7N 0W0

Dear Ms. Bonli

I regret the delay in my response. I commend you on your research topic. We would be interested in the results of your efforts.

I have done some investigating regarding your questions. My findings are as follows:

1. S.G.C.A. currently has no ethical guidelines or policy statements regarding cross-cultural situations.

2. Although cross-cultural issues are of concern to S.G.C.A. and are frequently addressed in our professional development activities, no formal future policy development is on the books.

3. A list of guidance counsellors currently working in the field may be obtained through the Saskatchewan Teachers Federation or the Department of Education.

I trust you will find this information useful.

Sincerely

Bill Coulthard
President

Instructional Model

Overview: Strategies for Non-Biased Assessment

a) Historical antecedants: Issues and concerns related to non-biased assessment of minorities
b) Basic statistics and test terminology
c) Current assessment and evaluation techniques
d) Specific issues related to cultural and ethnic differences: Alternatives and proposals
e) Personal development and growth
f) Practicum and field observation
g) Research project – Home study – Follow-up

Options

1) Issues and concerns for school guidance counsellors
2) Issues and concerns for special education
3) Issues and concerns for classroom teachers

General Outline of Units

1) *Historical Antecedants: Issues and Concerns Related to Non-Biased Assessment of Minorities*

   a) Definition of non-biased assessment
   b) Historical and political influences
   c) Racism, discrimination, traditional biases, ethics
   d) Theories of learning and intelligence: cultural perspective
   e) Legal ramifications of improper assessment – case study
   f) Influence of demographic changes: New challenges
   g) Review of current policies, documents

2) *Basic Statistics and Test Terminology*

   a) Overview of test construction: theory and techniques
   b) Glossary of terms: Definition of types of tests
   c) Measures of central tendancy, deviation, variability, correlation
   d) Reliability – validity
   e) Interpreting test scores – standard scores – charts – tables.
   f) Technical and instructors manual literacy course.
   g) Evaluation of tests for suitability

3) *Current Assessment and Evaluation Techniques*

   a) Group assessment procedures: standardized tests (NRT) (CRT)
   b) Referral systems and procedures: IPRC – IEP, Bill 82, TAT
   c) Common test batteries
   d) Administration techniques: – rapport, questioning, response, control
   e) Report writing: Ethics, programming, instructional objectives
   f) Consultation and follow up: Skills – case load management
   g) System analysis: In-house evaluation procedures – review methods
   h) Hands on component: Using tests

4) *Specific Issues Related to Cultural and Ethnic Differences, Non-Biased Assessment: Techniques and Strategies*

   a) Overview of the State of the art
   b) Alternate models: e.g., pluralistic/prescriptive vs. descriptive/ABCD
   c) Non-biased assessment instruments and adaptations
   d) Specialized techniques and strategies: Rapport building, alieviating stress
   e) Prescriptive programming for individualized instruction
   f) Report writing and case load management
   g) Culture awareness: Native peoples, third world, ethnic mix

5) *Personal Development and Growth*

   a) Self-analysis regarding beliefs – attitudes, perceptions
   b) Experimental community relations/cultural awareness

Continued Table 2

c) Group interaction and dynamics
d) Personal plan

6) *Practicum and Field Observations*

a) School visits and field placements
b) Practice: administration of tests – group/individual
c) Practice: report writing, programming, evaluation, follow-up
d) Practice: techniques, approaches
e) Practice: consultative skills, referral, case management

7) *Research Project – Home Study – Follow-Up*

a) Develop an ongoing supervised research proposal
b) Establish a target clientele
c) Field experience
d) Evaluation and report
e) Proposal for self-administered home study unit

Table 3
Options

1) *Issues and Concerns for Schools Counsellors: Non-Biased Assessment*

a) Career and vocational issues: Aspirations, decision making, aptitudes, vocational maturity
b) Self-report inventories: Self-concept/self-esteem, attitudes, values
c) Behaviour management: Personality, locus of control, self-concept
d) Counselling & guidance: Questioning, responding, attending, referral
e) Community liaison and referral: Agencies – support networks
f) College entrance, educational/vocational planning

2) *Issues and Concerns for Special Education*

a) Diagnostic assessment strategies: Theory – dimensions
b) Instructional objectives: planning, goal setting, evaluation
c) Test evaluation and selection of instruments
d) Diagnostic report writing
e) Consultative skills / case load management
f) Placement review and evaluation

3) *Issues and Concerns for Classroom Teachers*

a) Preparing better teacher made tests
b) Evaluating for learning
c) Understanding specialized report – cutting through the jargon
d) Reducing cultural bias in learning materials and instruction
e) Utilizing differences; postive imaging

Appendix 4. Counselling Questionnaire

Attention: School Counsellor

Dear

The Saskatchewan Guidance and Counselling Association (SGCA) and the Saskatchewan Department of Education have graciously endorsed this study of current policies and practices used in the evaluation, testing and counselling of students in the school systems throughout Saskatchewan. They are very interested in the results of the study and encourage their membership to respond.

The information obtained from this survey will be utilized in making recommendations to the faculties and agencies responsible for counsellor and psychologist training as to how programs could be better suited to fit the ethnically diverse nature of the Saskatchewan student population.

I would be pleased to have your cooperation in completing the enclosed questionnaire and returning it to me by March 31, 1987. A stamped, addressed envelope is enclosed for your convenience.

Thank you in advance for your assistance in providing this information. The questionnaire has been numerically coded for follow-up purposes only. Since sufficient information for data analysis will be obtained from the demographic section, the identification code will be removed once the completed questionnaire is received and checked against the numerical list by someone not associated with the study. All the data obtained from the questionnaire will then be displayed without personal reference to individual responses, thereby ensuring respondent anonymity.

Yours sincerely,

Rupal Thakkar-Bonli
Graduate Student

Sonia Cipywynk
Thesis Supervisor

Department of Educational Psychology
University of Saskatchewan
Saskatoon, Saskatchewan
966-7711 966-7713

QUESTIONNAIRE: DIRECTIONS AND DEFINITIONS

This questionnaire is intended to elicit information relating to policies and practices across Saskatchewan in the counselling, testing, assessment, and placement of students in the education system. Since this type of research has not been conducted before, the objective is to gather information to give as complete a description as possible of each aspect of the study.

In answering the questions, the following factors should be considered:
1. There are no "right" and "wrong" answers. Therefore, do not hesitate to supply the answer you feel is correct.
2. Questions left unanswered are difficult to score. Therefore, answer all the questions as they apply to you.
3. Do not hesitate to supply any additional comments and/or information that you might have.

For the purposes of clarity and consistency, the following terms which are used frequently in the questionnaire, should be interpreted according to the following definitions:

Assessment: a general term covering the process of making an estimate of a student's suitability for a particular grade placement and/or program.

Counselling: an accepting, trusting, and safe relationship between a counsellor and one or more clients.

Ethnic minority student: any student whose ethnic background differs substantially from that of the majority culture. In Saskatchewan, this would refer to any student from a non-Anglo Saxon ethnic background.

Intercultural counselling: is defined in the broadest sense as a situation where the counsellor and client are of contrasting cultural backgrounds.

Placement: the assigning of a student to a specific grade or program.

Testing: the process of administering group or individual, standardized or teacher-made tests (or tasks) to a student for the purpose of assessing his or her achievement or aptitude.

Note: You are being asked to complete the counselling proportion of the questionnaire. If in fact your responses to questions 5 and 6 on the following page indicate that you are involved in student assessment and placement, I would be happy to send you the part of the questionnaire pertaining to assessment, testing and placement.

QUESTIONNAIRE
Please answer questions as directed.

SECTION 1. DEMOGRAPHIC DATA

1.A) What is your present job title? _____
B) Do you serve primarily an urban or rural area?
( ) a.Urban
( ) b.Rural
( ) c.Both urban and rural

2. For how many years have you held this title?
____years.

3.A) What is the most recent degree you hold?
( ) a. B.A.
( ) b. B. Ed.
( ) c. Post grad diploma
( ) d. M.Ed.
( ) e. M.A.
( ) f. Ph.D.
( ) g. Other. Specify: _____

B) In what discipline was this degree obtained?
_____

C) In what year was this degree obtained. 19___

D) Location (Name of College and Institution)
_____

4. In what type of school are you currently employed ?
( ) a. Elementary
( ) b. Junior High School
( ) c. High School
( ) d. Collegiate
( ) e. Other. Specify: _____

5. In view of both experience and education, which one of the following job titles best applies to you?
( ) a. counsellor
( ) b. teacher
( ) c. educational psychologist
( ) d. principal
( ) e. Other. Specify:_____

6. To what degree do your professional responsibilities involve the following activities? (Extent of involvement).

	Total	Major	Minor	No
a. student counselling	( )	( )	( )	( )
b. student assessment	( )	( )	( )	( )
c. testing	( )	( )	( )	( )
d. initial placement	( )	( )	( )	( )
e. review of student placement	( )	( )	( )	( )
f. teaching	( )	( )	( )	( )

SECTION II. STUDENT COUNSELLING

A. Policy Statements.

1.A) Does your Board/School have a general policy for student counselling?

( ) no
( ) yes
( ) it is presently being developed

B) If yes, please state briefly the policy. If a copy of the policy is available, please attach it to your completed questionnaire.

_____
_____
_____
_____
_____
_____

2.A) Does your Board/School have a specific policy for the counselling of ethnic minority students?

( ) no
( ) yes
( ) it is presently being developed

B) If yes, please state briefly the policy. If a copy of the policy is available, please attach it to your completed questionnaire.

_____
_____
_____
_____
_____
_____

C) List the major ethnic minority groups represented in your school.

_____
_____
_____
_____

3.A) Does your Board/School require a student to be counselled during the placement process?

( ) no
( ) yes

B) If yes, how long has this policy been in effect?

_____ years.

B. Counselling Procedures.

4. At what stages in the whole school process may the student be counselled? (Check one or more of the following options.)

( )a. Intake/Reception
( )b. Initial placement
( )c. During review and testing
( )d. Semester or term end
( )e. Upon self-referral
( )f. Upon referral by teacher and/or principal
( )g. Other. Specify: _____

5.A) Does this procedure vary for ethnic minority students?

( ) no
( ) yes

B) If yes, please indicate briefly how the procedure varies for the groups listed in question 2 C). If necessary, attach an additional sheet.

_____
_____
_____
_____
_____

6. What are the five most frequent types of presenting problems that you encounter as a student counsellor? Please check and priorize the appropriate options.

	Rank	
( )	( )	a. Absenteeism or tardiness
( )	( )	b. School grades and/or problems in learning
( )	( )	c. Student/teacher conflicts
( )	( )	d. Student/family conflicts
( )	( )	e. Attitudes towards authority figures
( )	( )	f. Alcoholism or drug abuse
( )	( )	g. Problems adjusting to school (extra curricular activities
( )	( )	h. Medical problems
( )	( )	i. Career concerns (post secondary/job info)
( )	( )	j. Peer conflicts
( )	( )	k. Vandalism or criminal behavior
( )	( )	l. Language difficulties or special needs
( )	( )	m. Victim of discrimination
( )	( )	n. Other. Specify: _____

7. What are the five most frequent types of presenting problems that you encounter as a counsellor of ethnic minority students? Please check and priorize the appropriate options.

	Rank	
( )	( )	a. Absenteeism or tardiness
( )	( )	b. School grades and/or problems in learning
( )	( )	c. Student/teacher conflicts
( )	( )	d. Student/family conflicts
( )	( )	e. Attitudes towards authority figures
( )	( )	f. Alcoholism or drug abuse
( )	( )	g. Problems adjusting to school (extra curricular activities)
( )	( )	h. Medical problems
( )	( )	i. Career concerns (post secondary/job info.)
( )	( )	j. Peer conflicts
( )	( )	k. Vandalism or criminal behaviour
( )	( )	l. Language difficulties or special needs
( )	( )	m. Victim of discrimination
( )	( )	n. Other. Specify: _____

8. What is the average number of times that you meet with a student in the counselling office?
_____ times.

9. What is the average number of times that you meet with an ethnic minority student in the counselling office?
_____ times.

10. Please indicate the frequency with which you employ the following direct counselling interventions. Circle your response using the following rating system:

1. Very Frequently (VF)
2. Frequently (F)
3. Infrequently (IN)
4. Never (N)

	VF	F	IN	N
a. Individual Counselling/Therapy	1	2	3	4
b. Group Counselling	1	2	3	4
c. Family Counselling	1	2	3	4
d. Marital Therapy	1	2	3	4
e. Vocational Counselling	1	2	3	4
f. Behaviour Therapy	1	2	3	4

11. Please indicate the frequency with which you employ the following direct counselling interventions when working with ethnic minority students. Circle your response using the following rating system:

1. Very Frequently (VF)
2. Frequently (F)
3. Infrequently (IN)
4. Never (N)

	VF	F	IN	N
a. Individual Counselling/Therapy	1	2	3	4
b. Group Counselling	1	2	3	4
c. Family Counselling	1	2	3	4
d. Marital Therapy	1	2	3	4
e. Vocational Counselling	1	2	3	4
f. Behaviour Therapy	1	2	3	4

12. What do you feel are the most compelling problems that ethnic minority students face in the Canadian school system? Please list and describe. (According to ethnic minority group if necessary).

13. In your opinion, what are some of the special counselling needs of ethnic minority students? Please list and describe. (According to ethnic minority group if necessary).

14.A) How would you rate your level of knowledge and proficiency with respect to counselling ethnic minority students?

( )a. High, very adequate knowledge, high proficiency
( )b. Medium, adequate knowledge, medium proficiency
( )c. Low, inadequate knowledge, low proficiency

B) Does this vary according to the ethnic minority group?

( ) no
( ) yes

C) If yes, how does this vary?

15. Describe some of the positive and negative experiences you have had in cross-cultural counselling situations. (Indicate the ethnic minority group involved).
Positive:

Negative:

16.A) Please list the types of knowledge and skills that you feel are the most important in the counselling of ethnic minority students.

B) Do these vary according to the ethnic minority group?

( ) no
( ) yes

C) If yes, how do these vary?

SECTION III. INFORMATION AND TRAINING NEEDS

1.A) Are you a member of any professional associations?

( ) no
( ) yes

B) If yes, which ones? Check all that apply.

( )a. Saskatchewan Guidance and Counselling Association
( )b. Canadian Guidance and Counselling Association
( )c. Saskatchewan Educational Psychology Association
( )d. Saskatchewan Psychological Association
( )e. Other. Specify:_____
_____

2.A) A) Do you feel that the education/training you received at university equipped you to work well in intercultural situations?

( ) no
( ) yes

B) The Education and Training Committee of the American Psychological Association's Division 17 of Counselling Psychology has recommended that the following competencies be incorporated into counsellor and psychologist training programs. How well did your formal (pre-service) training prepare you for these competencies? Use the following scale:

1. no preparation
2. minimal preparation
3. adequate preparation
4. good preparation
5. excellent preparation

( )a. Cultural self-awareness

( )b. Awareness of own values and biases an how they may affect minority clients.

( )c. A good understanding of the sociopolitical systems's operation in Canada with respect to to its treatment of minorities.

( )d. Being comfortable with differences that exist between you and the client in terms of race and beliefs.

( )e. Sensitivity to circumstances (personal biases, stage of ethnic identity, sociopolitical influences, etc.) which may dictate referral of the minority client to a member of his/her own race/culture.

( )f. Specific knowledge and information about the particular ethnic groups in Saskatchewan.

( )g. A clear and explicit knowledge and understanding of the generic characteristics of counselling and assessment.

( )h. Skill at generating a wide variety of verbal and nonverbal responses.

( )i. Ability to send and receive both verbal and nonverbal messages accurately and appropriately.

3. For each of the following, please indicate:

A) How important you feel the competency is in your own situation or locality,
B) Your current level of preparation for this competency,
C) How/where you received the majority of your preparation, and
D) Your interest in receiving further training in the area.

CIRCLE THE NUMBER WHICH BEST INDICATES YOUR RESPONSE

COMPETENCY	A			B					C						D			
	Not important	Somewhat important	Very important	None	Minimal	Adequate	Good	Excellent	Experience in living	General living	Counsellor education	On the job experience	Activities/conferences	Professional organizations	No interest	Low interest	Moderate interest	High intesest
a. Cultural self-awareness.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4
b. Awareness of own values and biases and how they may affect minority students.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4
c. A good understanding of the socio-political system's operation in Canada with respect to its treatment of minorities.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4
d. Being comfortable with differences that exist between you and the student in terms of race and beliefs.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4
e. Sensitivity to circumstances (personal biases, stage of ethnic identification, sociopolitical influences, etc.) which may dictate referral of the minority student to a member of his/her own race/ culture.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4
f. Knowledge and information about particular groups you are working with.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4

For each of the following, please indicate:

A) How important you feel the competency is in your own situation or locality,
B) Your current level of preparation for this competency,
C) How/where you received the majority of your preparation, and
D) Your interest in receiving further training in the area.

CIRCLE THE NUMBER WHICH BEST INDICATES YOUR RESPONSE

COMPETENCY	A			B					C						D			
	Not important	Somewhat important	Very important	None	Minimal	Adequate	Good	Excellent	Experience in living	General living	Counselor education	On the job experience	Activities/conferences	Professional organizations	No interest	Low interest	Moderate interest	High intesest
g. A clear and explicit knowledge and understanding of the generic characteristics of counselling and assessment.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4
h. Skill at generating a wide variety of verbal and nonverbal response.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4
i. Ability to send and receive both verbal and nonverbal messages accurately and appropriately.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4

4. The following are examples of important initiatives that could be taken by the Department of Education and local school boards to meet the needs of the ethnically diverse student population in this province. Rank order them from the one you feel is the most important initiative (1) to the one you feel is the least important (8).

RANK

( )a. The adoption of an official policy of multicultural education, including statements on multicultural assessment and counselling.

( )b. The provision of resources for the development and dissemination of programs, resourse units and materials which meet the criteria of supporting and enhancing multicultural education throughout all curriculum areas.

( )c. Continued support for heritage language and second language education to reflect the needs of school boards and their communities.

( )d. Provision of professional development programs and in-service sessions for counsellors, psychologists, teachers and administrators.

( )e. Formal and informal consultution with representatives of the cultural communities of Saskatchewan to ensure that all cultural communities are fairly and equitably represented within the educational system in all programs.

( )f. Enhancing awareness of multiculturalism in all schools and the community in general.

( )g. Encouraging the development of criteria to ensure equality of opportunity regardless of race, ethnicity, linguistic heritage, gender and handicap in the hiring, promotion, and evaluation of candidates for department personnel.

( )h. Encouraging Saskatchewan's post secondary teacher, counsellor and psychologist training institutions to recognize and affirm their responsibility in the field of multicultural education by ensuring that students gain the knowledge, skills and practical training through their courses of study to enable them to effectively function in a multicultural setting.

5.A) In general, would you be interested in receiving further training or education in the area of cross-cultural counselling and/or assessment?

( ) no
( ) yes

B) If yes, which of the following would be the preferred method of continuing this education? Please rank the following in order of preference, with 1 indicating Most Preferred Method and 7 indicating Least Preferred Method.

RANK
( )a. S.G.C.A. workshops
( )b. C.G.C.A. workshops
( )c. S.E.P.A. workshops
( )d. Graduate courses at university
( )e. School/Board Workshops
( )f. University In-service workshops
( )g. S.T.F. summer short courses

SECTION IV. ATTITUDES TOWARDS MULTICULTURALISM

1.A) Do you know the major thrust of the federal government's policy of multiculturalism?

( ) no
( ) yes

B) If no, have you heard about the policy?

( ) no
( ) yes

2. Please indicate your answer by scoring each of the following items on a seven point scale, with 1 suggesting strong disagreement and 7 indicating strong agreement. Circle the correct number.

a) Canada would be a better place if the members of ethnic groups would keep their own way of life alive.

Strongly Disagree.....Neutral.....Strongly Agree
1 2 3 4 5 6 7

b) If members of ethnic groups want to keep their own culture, they should keep it to themselves and not bother other people in this country.

Strongly Disagree.....Neutral.....Strongly Agree
1 2 3 4 5 6 7

c) There is a lot that Canadians can gain from friendly relations with immigrants.

Strongly Disagree.....Neutral.....Strongly Agree
1 2 3 4 5 6 7

d) Having lots of different cultural groups in Canada makes it difficult to solve problems.

Strongly Disagree.....Neutral.....Strongly Agree
1 2 3 4 5 6 7

e) It would be good to see all the ethnic groups in Canada retain their cultures.

Strongly Disagree.....Neutral.....Strongly Agree
1 2 3 4 5 6 7

f) It is best for Canada if all immigrants forget their cultural background as soon as possible.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

g) People who come to Canada should change their behaviour to be more like us.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

h) The unity of this country is weakened by ethnic groups sticking to their old ways.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

i) A society which has a variety of ethnic groups is more able to tackle new problems as they occur.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

3. Please indicate your answer to the following questions by scoring each of the following items on a seven point scale, with 1 suggesting strong disagreement and 7 indicating strong agreement. Circle the correct number.

a) People can be divided into two distinct classes: the weak and the strong.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

b) An insult to our honour should always be punished.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

c) What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

d) A person who has bad manners, habits and breeding can hardly expect to get along with decent people.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

e) There is hardly anything lower than a person who does not feel a great love, gratitude and respect for his parents.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

f) Sex crimes, such as rape and attacks on children deserve more than mere imprisonment; such criminals ought to be publicly whipped.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

g) Obedience and respect for authority are the most important virtues children should learn.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

h) Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

4. Again, please indicate your answer to the following questions by scoring each of the following items on a seven point scale, with 1 suggesting strong disagreement and 7 indicating strong agreement. Circle the correct number.

a) Foreigners are all right in their place, but they carry it too far when they get too familiar with us.

Strongly Disagree ..... Neutral ..... Strongly Agree

1 2 3 4 5 6 7

b) It is only natural and right for each person to think that his family is better than any other.

Strongly Disagree ..... Neutral ..... Strongly Agree

1 2 3 4 5 6 7

c) The worst danger to real Canadianism during the last 50 years has come from foreign ideas and agitators.

Strongly Disagree ..... Neutral ..... Strongly Agree

1 2 3 4 5 6 7

d) It would be a mistake ever to have coloured people for foreman and leaders over whites.

Strongly Disagree ..... Neutral ..... Strongly Agree

1 2 3 4 5 6 7

e) People who do not believe that we have the best kind of government in the world should be made to leave the country.

Strongly Disagree ..... Neutral ..... Strongly Agree

1 2 3 4 5 6 7

f) Canada may not be perfect, but the Canadian Way has brought us about as close as human beings can get to a perfect society.

Strongly Disagree ..... Neutral ..... Strongly Agree

1 2 3 4 5 6 7

5. Please rank the following personal values in order of their importance to you, with 1 indicating Most Important and 12 indicating Least Important.

	RANK
a. Comfortable life	____
b. A world at peace	____
c. A world of beauty	____
d. Equality	____
e. Family security	____
f. Freedom	____
g. Happiness	____
h. National security	____
i. Salvation	____
j. Self-respect	____
k. Social recognition	____
l. True friendship	____

SECTION V. EVALUATION AND COMMENTS1

It may come as a surprise to know that this is the first study of its kind to be conducted in Saskatchewan. Your opinion of the questions asked and the factors overlooked is of great value.

1.A) Were the questions appropriate?

( ) no
( ) yes

B) If no, what changes could have been made?

_____
_____
_____
_____
_____
_____

2. What factors have been overlooked, and how might a study of such issues be approached?

_____
_____
_____
_____
_____
_____

3. Please take this opportunity to express any comments and/or concerns that you may have.

_____
_____
_____
_____
_____
_____

Thank you very much for your time and cooperation in completing this questionnaire. Your input has been most valuable to the study. The results of the study will be made available upon request.

Appendix 5. Educational Psychology Questionnaire

Attention: SCHOOL/EDUCATIONAL PSYCHOLOGIST

Dear

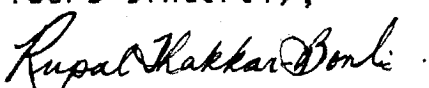
The Saskatchewan Educational Psychology Association (SEPA) and the Saskatchewan Department of Education have graciously endorsed this study of current policies and practices used in the evaluation, testing and placement of students in the school systems throughout Saskatchewan.

The information obtained from this survey will be utilized in making recommendations to the faculties and agencies responsible for counsellor and psychologist training as to how programs could be better suited to fit the ethnically diverse nature of the Saskatchewan student population.

I would be pleased to have your cooperation in completing the enclosed questionnaire and returning it to me by March 31, 1987. A stamped, addressed envelope is enclosed for your convenience.

Thank you in advance for your assistance in providing this information. The questionnaires have been numerically coded for follow-up purposes only. Since sufficient information for data analysis will be obtained from the demographic section, the identification code will be removed once the completed questionnaire is received and checked against the numerical list by someone not associated with the study. All the data obtained from the questionnaire will then be displayed without personal reference to individual responses, thereby ensuring respondent anonymity.

Yours sincerely,



Rupal Thakkar-Bonli
Graduate Student

Sonia Cipywynk
Thesis Advisor

Department of Educational Psychology
University of Saskatchewan
Saskatoon, Saskatchewan
966-7711 966-7713

QUESTIONNAIRE: DIRECTIONS AND DEFINITIONS

This questionnaire is intended to elicit information relating to policies and practices across Saskatchewan in the counselling, testing, assessment, and placement of students in the education system. Since this type of research has not been conducted before, the objective is to gather information to give as complete a description as possible of each aspect of the study.

In answering the questions, the following factors should be considered:
1. There are no "right" and "wrong" answers. Therefore, do not hesitate to supply the answer you feel is correct.
2. Questions left unanswered are difficult to score. Therefore, answer all the questions as they apply to you.
3. Do not hesitate to supply any additional comments and/or information that you might have.

For the purposes of clarity and consistency, the following terms which are used frequently in the questionnaire, should be interpreted according to the following definitions:

Assessment: a general term covering the process of making an estimate of a student's suitability for a particular grade placement and/or program.

Counselling: an accepting, trusting, and safe relationship between a counsellor and one or more clients.

Ethnic minority student: any student whose ethnic background differs substantially from that of the majority culture. In Saskatchewan, this would refer to any student from a non-Anglo Saxon ethnic background.

Intercultural counselling: is defined in the broadest sense as a situation where the counsellor and client are of contrasting cultural backgrounds.

Placement: the assigning of a student to a specific grade or program.

Testing: the process of administering group or individual, standardized or teacher-made tests (or tasks) to a student for the purpose of assessing his or her achievement or aptitude.

Note: You are being asked to complete the evaluation, testing and placement proportion of the questionnaire. If in fact your responses to questions 5 and 6 on the following page indicate that you are involved in student counselling, I would be happy to send you the part of the questionnaire pertaining to counselling.

QUESTIONNAIRE
Please answer questions as directed.

SECTION 1. DEMOGRAPHIC DATA

1.A) What is your present job title? _____

B) Do you serve primarily an urban or rural area?
( ) a.Urban
( ) b.Rural
( ) c.Both urban and rural

2. For how many years have you held this title?
_____years.

3.A) What is the most recent degree you hold?
( ) a. B.A.
( ) b. B. Ed.
( ) c. Post grad diploma
( ) d. M.Ed.
( ) e. M.A.
( ) f. Ph.D.
( ) g. Other. Specify: _____

B) In what discipline was this degree obtained?
_____

C) In what year was this degree obtained. 19___

D) Location (Name of College and Institution)
_____

4. In what type of school are you currently employed ?
( ) a. Elementary
( ) b. Junior High School
( ) c. High School
( ) d. Collegiate
( ) e. Other. Specify: _____

5. In view of both experience and education, which one of the following job titles best applies to you?
( ) a. counsellor
( ) b. teacher
( ) c. educational psychologist
( ) d. principal
( ) e. Other. Specify:_____

6. To what degree do your professional responsibilities involve the following activities? (Extent of involvement).

	Total	Major	Minor	No
a. student counselling	( )	( )	( )	( )
b. student assessment	( )	( )	( )	( )
c. testing	( )	( )	( )	( )
d. initial placement	( )	( )	( )	( )
e. review of student placement	( )	( )	( )	( )
f. teaching	( )	( )	( )	( )

SECTION II. STUDENT EVALUATION, TESTING, AND PLACEMENT

A. Policy Statements.

1.A) Does your School/Board have a general policy for student assessment, testing and placement?

( ) no
( ) yes
( ) it is presently being developed

B) If yes, please state briefly the policy. If a copy of the policy is available, please attach it to your completed questionnaire.

2.A) Does your School/Board have a specific policy for the assessment, testing and placement of ethnic minority students?

( ) no
( ) yes
( ) it is presently being developed

B) If yes, please state briefly the policy. If a copy of the policy is available, please attach it to your completed questionnaire.

C) List the major ethnic minority groups represented in your school.

B. Initial Placement.
B.1. Intake

3. What happens to a new student when he or she first comes to the school? Check all that apply.

( )a. Records are reviewed.
( )b. School familiarization.
( )c. Interviews with student and/or family.
( )d. All students diagnostically assessed.
( )e. Some students diagnostically assessed.
( )f. Other. Specify:

_____
_____
_____

4. What happens to a new ethnic minority student when he or she first comes to the school? Check all that apply.

( )a. Records are reviewed.
( )b. School familiarization
( )c. Interviews with student and/ or family.
( )d. All students diagnostically assessed.
( )e. Some students diagnostically assessed.
( )f. Other. Specify:

_____
_____
_____

B.2. Evaluation

5. In making an initial assessment, which three of the following nine factors are given the most importance by your Board/School? (Check only three of the following.)

( )a. Personal Demographic Information (age, sex, country of origin).
( )b. Academic History Evaluation (schools, grades, programs, test data).
( )c. Developmental History (physical, medical).
( )d. Interview (student, parent, teacher)
( )e. Assessment by class teacher
( )f. Standardized tests of general ability
( )g. Standardized tests of mathematical skills
( )h. Standardized tests of verbal skills in English
( )i. Other. Specify: _____

B.3. Testing

6. Which of the following tests do you use for initial placement? Indicate the frequency of use by circling the appropriate number opposite the test according to the following scale:
Never = 0,
Seldom = 1,
Frequently = 2,
Often = 3.

	Degree of Use
a. Canadian Lorge-Thorndike Intelligence Tests	0 1 2 3
b. Otis-Lennon Mental Ability Test	0 1 2 3
c. Wechsler Intelligence Scale for Children (WISC-R)	0 1 2 3
d. Wechsler Preschool Primary Scale of Intellegence (WPPSI)	0 1 2 3
e. Canadian Cognitive Abilities Test	0 1 2 3
f. McCarthy Scales of Children's Abilities	0 1 2 3
g. Raven Progressive Matrices	0 1 2 3
h. Slosson Intelligence Test	0 1 2 3
i. Stanford-Binet Intelligence Scale	0 1 2 3
j. Canadian Test of Basic Skills	0 1 2 3
k. Peabody Individual Achievement Test	0 1 2 3
l. SRA Achievement Tests	0 1 2 3
m .Gates-McGinitie Reading Test	0 1 2 3
n. Metropolitan Achievement	0 1 2 3
o. Monroe-Sherman Reading Aptitude and Achievement Test	0 1 2 3
p. Stanford Achievement Test	0 1 2 3
q. Stanford Achievement Test for Hearing Impaired	0 1 2 3
r. Wide Range Achievement Test	0 1 2 3
s. Bender Gestalt (Emotional Indicators)	0 1 2 3
t. Draw-A-Person (Emotional Indicators)	0 1 2 3
u. Hand Test	0 1 2 3
v. House Tree Person	0 1 2 3
w. Rorschach	0 1 2 3
x. Sentence Completion	0 1 2 3
y. Thematic Apperception	0 1 2 3
z. Locally prepared/other tests: Please list	0 1 2 3

_____
_____
_____
_____
_____

7. If no testing is done, how is the initial placement made? Please describe the process.

_____
_____
_____
_____
_____

8. Which of the tests are used by your Board/School for <u>ethnic minority students?</u> Indicate the frequency of use by circling the appropriate number opposite the test according to the following scale:
Never = 0,
Seldom = 1,
Frequently = 2,
Often = 3.

	Degree of Use
a. Canadian Lorge-Thorndike Inteligence Tests	0 1 2 3
b. Otis-Lennon Mental Ability Test	0 1 2 3
c. Wechsler Intelligence Scale for Children (WISC-R).	0 1 2 3
d. Wechsler Preschool Primary Scale of Intelligence (WPPSI)	0 1 2 3
e. Canadian Cognitive Abilities Test	0 1 2 3
f. McCarthy Scales of Children's Abilities	0 1 2 3
g. Raven Progressive Matrices	0 1 2 3
h. Slosson Intelligence Test	0 1 2 3
i. Stanford-Binet Intelligence Scale	0 1 2 3
j. Canadian Test of Basic Skills	0 1 2 3
k. Peabody Individual Achievement Test	0 1 2 3
l. SRA Achievement Tests	0 1 2 3
m. Gates-McGinitie Reading Test	0 1 2 3
n. Metropolitan Achievement	0 1 2 3
o. Monroe-Sherman Reading Aptitude and Achievement Test	0 1 2 3
p. Stanford Achievement Test	0 1 2 3
q. Stanford Achievement Test for Hearing Impaired	0 1 2 3
r. Wide Range Achievement Test	0 1 2 3
s. Bender Gestalt (Emotional Indicators)	0 1 2 3
t. Draw-A-Person (Emotional Indicators)	0 1 2 3
u. Hand Test	0 1 2 3
v. House Tree Person	0 1 2 3
w. Rorschach	0 1 2 3
x. Sentence Completion	0 1 2 3
y. Thematic Apperception	0 1 2 3
z. Locally prepared/other tests. Please list	0 1 2 3

_____
_____

9.A) When tests are given to ethnic minority students, are the tests modified in any way?

( ) no
( ) yes

B) If yes, how?

( )a. Addition of items
( )b. Elimination of word/phrases
( )c. Omission of items
( )d. Substitution of items
( )e. Substitution of word/phrases
( )f. Time - extension
( )g. Translate into mother tongue
( )h. Other. Specify: _____
_____
_____

10.A) In interpreting the test results, do you compensate for cultural differences in any way?

( ) no
( ) yes

B) If yes, how?

( )a. Add points to score
( )b. Indicate that scores are not precise
( )c. Indicate that scores should be ignored in making decisions
( )d. Other. Specify: _____

C) During the process of assessment, which of the following people are consulted for help and/or information regarding the student?

( ) a. Consultant. Specify: _____
( ) b. Counsellor
( ) c. Parents
( ) d. Principal
( ) e. Psychologist
( ) f. Teacher - Classroom/Homeroom
( ) g. Teacher - Special Education
( ) h. Teacher - ESL
( ) i. Student
( ) j. Superintendent
( ) k. Other. Specify: _____

11. If testing is done in order to assign a new student to a program of study,
A) who initiates the testing process?

_____
(title of person)

B) who decides which tests are to be used?

_____
(title of person)

C) who is responsible for administering the tests?

_____
(title of person)

D) Is there any individual responsible for the actual placement of the student?

_____
(title of person)

12. A) Who prepares the final report on testing done for the initial placement?

_____
(title of person)

B) To whom is the report on test results made?

_____
(title of person)

C) In what manner is the report on test results made?

( )a. Written report only
( )b. Case Conference only
( )c. Interview or oral communication only
( )d. Both a. and b.
( )e. Both a. and c.
( )f. Both b. and c.
( )g. all of a., b., and c.
( )h. Other. Please specify. _____

D) Is there a follow-up report in writing?

( ) no
( ) yes

13. If a Case Conference is indicated, when is it held?

( )a. Before placement
( )b. At the time of placement
( )c. After placement

B.4. Placement

14. What factors would indicate a need for special placement initially of students transferring into your Board/School? Check those that apply.

( )a. Poor language development
( )b. Low level achievement
( )c. Special Placement Previously
( )d. Major handicap
( )e. Behavioural problem
( )f. Never use special placement initially
( )g. Other. Specify: _____

15.A) In instances where it appears that students need special placement initially, do the procedures for assessment differ from students who are placed in regular programs?

( ) no
( ) yes

B) If yes, how do they differ? Please check those that apply.

( )a. Referral to Special Services
( )b. Referral to Special Education
( )c. Referral to School Psychologist
( )d. Referral to Parents
( )e. Immediate Assessment with Special Placement
( )f. Immediate but temporary regular placement
( )g. Assessment after a waiting/monitoring period
( )h. Assessment in suspected area of problem only
( )i. Other. Specify: _____
_____
_____
_____

16.A) Do any of the students you test need programs which are not currently available?

( ) no
( ) yes

B) If yes, please indicate the type of program needed. Check all the relevant choices.

( )a. Special Education Programs/Behavioural
( )b. Special Education Programs/Deaf
( )c. Special Education Programs/Emotionally Disturbed
( )d. Special Education Programs/Gifted
( )e. Special Education Programs/Language
( )f. Special Education Programs/Remedial
( )g Special Education Programs/Speech
( )h. Special Education Programs/Blind
( )i. Special Education Programs/Physical Handicap
( )j. English as a Second Language/Dialect
( )k. External placements (Vocational, Occupational)
( )l. Heritage Language Programs
( )m. Native Education Programs
( )n. Programs for the Educable Mentally Handicapped
( )o. Programs for the Trainable Mentally Handicapped
( )p. Programs for the brain damaged (Post traumatic head injuries)

C. Follow-up to Initial Placement.
C.1. Review

SOMETIMES THE PLACEMENT OF ONE OR MORE STUDENTS IS REVIEWED AND PERHAPS REVISED. THIS PROCESS WILL NOW BE EXPLORED.

17. What are the two most likely ways in which the review of a placement is initiated in your Board/School? (Check two options only).

( )a. Routine screening of student progress
( )b. Request for review by teacher
( )c. Request for review by parent
( )d. Request for review by counsellor/psychologist
( )e. Complaint from student
( )f. Request from outside source/clinic

18. In your opinion, what is the most frequent reason for an ethnic minority student to be referred for a reassessment? (Check only one option.)

( )a. Low academic achievement
( )b. Language problem
( )c. Social/emotional adjustment
( )d. Unusual performance
( )e. Other. Specify: _____
_____
_____

19. In reviewing a placement, which three of the following nine factors are given the most importance by your Board/School? (Check three options only.)

( )a. Personal Demographic Information (age, sex,country of origin).
( )b. Academic History Evaluation (schools, grades, programs, test data).
( )c. Developmental History (physical, medical).
( )d. Interview (student,parent,teacher).
( )e. Assessment by class teacher
( )f. Standardized tests of general ability
( )g. Standardized tests of mathematical skills
( )h. Standardized tests of verbal skills in English
( )i. Other. Specify:_____

20. In reviewing a placement of an ethnic minority student, which three of the following nine factors are given the most importance by your Board/School? (Check three options only.)

( )a. Personal Demographic Information (age, sex, country of origin).
( )b. Academic History Evaluation (schools, grades, programs, test data)
( )c. Developmental History (physical, medical)
( )d. Interview (student, parent, teacher).
( )e. Assessment by class teacher
( )f. Standardized tests of general ability
( )g. Standardized tests of mathematical skills
( )h. Standardized tests of verbal skills in English
( )i. Other. Specify: _____

C.2. Testing

21. Which of the following tests do you use for the reassessment of a student's placement? Indicate the frequency of use by circling the appropriate number opposite the test according to the following scale:

Never = 0,
Seldom = 1,
Frequently = 2,
Often = 3.

	Degree of Use
a. Canadian Lorge-Thorndike Intelligence Tests	0 1 2 3
b. Otis-Lennon Mental Ability Test	0 1 2 3
c. Wechsler Intelligence Scale for Children (WISC-R)	0 1 2 3
d. Wechsler Preschool Primary Scale of Intelligence (WPPSI)	0 1 2 3
e. Canadian Cognitive Abilities Test	0 1 2 3
f. McCarthy Scales of Children's Abilities	0 1 2 3
g. Raven Progressive Matrices	0 1 2 3
h. Slosson Intelligence Test	0 1 2 3
i. Stanford-Binet Intelligence Scale	0 1 2 3
j. Canadian Test of Basic Skills	0 1 2 3
k. Peabody Individual Achievement Test	0 1 2 3
l. SRA Achievement Tests	0 1 2 3
m. Gates-McGinitie Reading Test	0 1 2 3
n. Metropolitan Achievement	0 1 2 3
o. Monroe-Sherman Reading Aptitude and Achievement Test	0 1 2 3
p. Stanford Achievement Test	0 1 2 3
q. Stanford Achievement Test for Hearing Impaired	0 1 2 3
r. Wide Range Achievement Test	0 1 2 3
s. Bender Gestalt (Emotional Indicators)	0 1 2 3
t. Draw-A-Person (Emotional Indicators)	0 1 2 3
u. Hand Test	0 1 2 3
v. House Tree Person	0 1 2 3
w. Rorschach	0 1 2 3
x. Sentence Completion	0 1 2 3
y. Thematic Apperception	0 1 2 3
z. Locally prepared/other tests. List:	0 1 2 3

_____

_____

_____

_____

_____

22.A) During the reassessment process when tests are given to ethnic minority students, are they modified in any way?

( ) no
( ) yes

B) If yes, how?

( )a. Addition of items
( )b. Elimination of word/phrases
( )c. Omission of items
( )d. Substitution of items
( )e. Substitution of word/phrases
( )f. Time - extension
( )g. Translate into mother tongue
( )h. Other Specify: _____
_____
_____

23.A) In interpreting the test results in the case of a reassessment, do you compensate for cultural differences in any way?

( ) no
( ) yes

B) If yes, how?

( )a. Add points to the score
( )b. Indicate that scores are not precise
( )c. Indicate that scores should be ignored
( )d. Other Specify:_____
_____
_____

24.A) If testing is done in order to reassess a student placement, who initiates the testing process?

_____
(title of person)

B) Who decides which tests are to be used?

_____
(title of person)

C) Who is responsible for administering the test?

_____
(title of person)

D) Is there any individual responsible for the actual re-placement of the student?

_____
(title of person)

C.3. Final Report

25.A) Who prepares the final report on testing done for the placement in the case of a reassessment?

_____
(title of person)

B) To whom is the report on test results made in the case of a reassessment?

_____
(title of person)

C) In what manner is the report on test results made in the case of a reassessment?

( )a. Written report only
( )b. Case Conference only
( )c. Interview or oral communication only
( )d. Both a. and b.
( )e. Both a. and c.
( )f. Both b. and c.
( )g. All of a., b., and c.
( )h. Other. Please Specify: _____

26. During the process of reassessment,which of the following people are consulted for help and/or information regarding the student?

( )a. Consultant Specify:_____
( )b. Counsellor
( )c. Parents
( )d. Principal
( )e. Psychologist
( )f. Teacher - Classroom/Homeroom
( )g. Teacher - Special Education
( )h. Teacher - ESL
( )i. Student
( )j. Superintendent
( )k. Other. Specify:_____

D.1. Suggestions

27. The problems of placing new students, especially new Canadians, are sometimes formidable. What, in your opinion, is the most difficult part of the placement problem? (According to ethnic minority group if necessary).

28. Do you have any suggestions for alternative approaches, new or different programs, new methods, or other things which might be done to improve the accuracy and quality of student placements?

29.A) Do you see the need for other types of tests in the assessment of ethnic minority students?

( ) no
( ) yes

B) If yes, what types of tests would you recommend and why? (According to ethnic minority group if necessary).

SECTION III. INFORMATION AND TRAINING NEEDS

1.A) Are you a member of any professional associations?

( ) no
( ) yes

B) If yes, which ones? Check all that apply.

( )a. Saskatchewan Guidance and Counselling Association
( )b. Canadian Guidance and Counselling Association
( )c. Saskatchewan Educational Psychology Association
( )d. Saskatchewan Psychological Association
( )e. Other. Specify:_____
_____

2.A) A) Do you feel that the education/training you received at university equipped you to work well in intercultural situations?

( ) no
( ) yes

B) The Education and Training Committee of the American Psychological Association's Division 17 of Counselling Psychology has recommended that the following competencies be incorporated into counsellor and psychologist training programs. How well did your formal (pre-service) training prepare you for these competencies? Use the following scale:

1. no preparation
2. minimal preparation
3. adequate preparation
4. good preparation
5. excellent preparation

( )a. Cultural self-awareness

( )b. Awareness of own values and biases an how they may affect minority clients.

( )c. A good understanding of the sociopolitical systems's operation in Canada with respect to to its treatment of minorities.

( )d. Being comfortable with differences that exist between you and the client in terms of race and beliefs.

( )e. Sensitivity to circumstances (personal biases, stage of ethnic identity, sociopolitical influences, etc.) which may dictate referral of the minority client to a member of his/her own race/culture.

( )f. Specific knowledge and information about the particular ethnic groups in Saskatchewan.

( )g. A clear and explicit knowledge and understanding of the generic characteristics of counselling and assessment.

( )h. Skill at generating a wide variety of verbal and nonverbal responses.

( )i. Ability to send and receive both verbal and nonverbal messages accurately and appropriately.

3. For each of the following, please indicate:

A) How important you feel the competency is in your own situation or locality,
B) Your current level of preparation for this competency,
C) How/where you received the majority of your preparation, and
D) Your interest in receiving further training in the area.

CIRCLE THE NUMBER WHICH BEST INDICATES YOUR RESPONSE

COMPETENCY	A			B					C						D			
	Not important	Somewhat important	Very important	None	Minimal	Adequate	Good	Excellent	Experience in living	General living	Counsellor education	On the job experience	Activities/conferences	Professional organizations	No interest	Low interest	Moderate interest	High intesest
a. Cultural self-awareness.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4
b. Awareness of own values and biases and how they may affect minority students.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4
c. A good understanding of the socio-political system's operation in Canada with respect to its treatment of minorities.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4
d. Being comfortable with differences that exist between you and the student in terms of race and beliefs.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4
e. Sensitivity to circumstances (personal biases, stage of ethnic identification, sociopolitical influences, etc.) which may dictate referral of the minority student to a member of his/her own race/ culture.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4
f. Knowledge and information about particular groups you are working with.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4

For each of the following, please indicate:

A) How important you feel the competency is in your own situation or locality,
B) Your current level of preparation for this competency,
C) How/where you received the majority of your preparation, and
D) Your interest in receiving further training in the area.

CIRCLE THE NUMBER WHICH BEST INDICATES YOUR RESPONSE

COMPETENCY	A			B					C						D			
	Not important	Somewhat important	Very important	None	Minimal	Adequate	Good	Excellent	Experience in living	General living	Counsellor education	On the job experience	Activities/conferences	Professional organizations	No interest	Low interest	Moderate interest	High intesest
g. A clear and explicit knowledge and understanding of the generic characteristics of counselling and assessment.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4
h. Skill at generating a wide variety of verbal and nonverbal response.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4
i. Ability to send and receive both verbal and nonverbal messages accurately and appropriately.	1	2	3	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4

4. The following are examples of important initiatives that could be taken by the Department of Education and local school boards to meet the needs of the ethnically diverse student population in this province. Rank order them from the one you feel is the most important initiative (1) to the one you feel is the least important (8).

RANK

( )a. The adoption of an official policy of multicultural education, including statements on multicultural assessment and counselling.

( )b. The provision of resources for the development and dissemination of programs, resourse units and materials which meet the criteria of supporting and enhancing multicultural education throughout all curriculum areas.

( )c. Continued support for heritage language and second language education to reflect the needs of school boards and their communities.

( )d. Provision of professional development programs and in-service sessions for counsellors, psychologists, teachers and administrators.

( )e. Formal and informal consultution with representatives of the cultural communities of Saskatchewan to ensure that all cultural communities are fairly and equitably represented within the educational system in all programs.

( )f. Enhancing awareness of multiculturalism in all schools and the community in general.

( )g. Encouraging the development of criteria to ensure equality of opportunity regardless of race, ethnicity, linguistic heritage, gender and handicap in the hiring, promotion, and evaluation of candidates for department personnel.

( )h. Encouraging Saskatchewan's post secondary teacher, counsellor and psychologist training institutions to recognize and affirm their responsibility in the field of multicultural education by ensuring that students gain the knowledge, skills and practical training through their courses of study to enable them to effectively function in a multicultural setting.

5.A) In general, would you be interested in receiving further training or education in the area of cross-cultural counselling and/or assessment?

( ) no
( ) yes

B) If yes, which of the following would be the preferred method of continuing this education? Please rank the following in order of preference, with 1 indicating Most Preferred Method and 7 indicating Least Preferred Method.

RANK
( )a. S.G.C.A. workshops
( )b. C.G.C.A. workshops
( )c. S.E.P.A. workshops
( )d. Graduate courses at university
( )e. School/Board Workshops
( )f. University In-service workshops
( )g. S.T.F. summer short courses

SECTION IV. ATTITUDES TOWARDS MULTICULTURALISM

1.A) Do you know the major thrust of the federal government's policy of multiculturalism?

( ) no
( ) yes

B) If no, have you heard about the policy?

( ) no
( ) yes

2. Please indicate your answer by scoring each of the following items on a seven point scale, with 1 suggesting strong disagreement and 7 indicating strong agreement. Circle the correct number.

a) Canada would be a better place if the members of ethnic groups would keep their own way of life alive.

Strongly Disagree ..... Neutral ..... Strongly Agree
1 2 3 4 5 6 7

b) If members of ethnic groups want to keep their own culture, they should keep it to themselves and not bother other people in this country.

Strongly Disagree ..... Neutral ..... Strongly Agree
1 2 3 4 5 6 7

c) There is a lot that Canadians can gain from friendly relations with immigrants.

Strongly Disagree ..... Neutral ..... Strongly Agree
1 2 3 4 5 6 7

d) Having lots of different cultural groups in Canada makes it difficult to solve problems.

Strongly Disagree ..... Neutral ..... Strongly Agree
1 2 3 4 5 6 7

e) It would be good to see all the ethnic groups in Canada retain their cultures.

Strongly Disagree ..... Neutral ..... Strongly Agree
1 2 3 4 5 6 7

f) It is best for Canada if all immigrants forget their cultural background as soon as possible.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

g) People who come to Canada should change their behaviour to be more like us.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

h) The unity of this country is weakened by ethnic groups sticking to their old ways.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

i) A society which has a variety of ethnic groups is more able to tackle new problems as they occur.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

3. Please indicate your answer to the following questions by scoring each of the following items on a seven point scale, with 1 suggesting strong disagreement and 7 indicating strong agreement. Circle the correct number.

a) People can be divided into two distinct classes: the weak and the strong.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

b) An insult to our honour should always be punished.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

c) What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

d) A person who has bad manners, habits and breeding can hardly expect to get along with decent people.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

e) There is hardly anything lower than a person who does not feel a great love, gratitude and respect for his parents.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

f) Sex crimes, such as rape and attacks on children deserve more than mere imprisonment; such criminals ought to be publicly whipped.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

g) Obedience and respect for authority are the most important virtues children should learn.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

h) Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

4. Again, please indicate your answer to the following questions by scoring each of the following items on a seven point scale, with 1 suggesting strong disagreement and 7 indicating strong agreement. Circle the correct number.

a) Foreigners are all right in their place, but they carry it too far when they get too familiar with us.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

b) It is only natural and right for each person to think that his family is better than any other.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

c) The worst danger to real Canadianism during the last 50 years has come from foreign ideas and agitators.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

d) It would be a mistake ever to have coloured people for foreman and leaders over whites.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

e) People who do not believe that we have the best kind of government in the world should be made to leave the country.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

f) Canada may not be perfect, but the Canadian Way has brought us about as close as human beings can get to a perfect society.

Strongly Disagree			Neutral			Strongly Agree
1	2	3	4	5	6	7

5. Please rank the following personal values in order of their importance to you, with 1 indicating Most Important and 12 indicating Least Important.

	RANK
a. Comfortable life	____
b. A world at peace	____
c. A world of beauty	____
d. Equality	____
e. Family security	____
f. Freedom	____
g. Happiness	____
h. National security	____
i. Salvation	____
j. Self-respect	____
k. Social recognition	____
l. True friendship	____

SECTION V. EVALUATION AND COMMENTS1

It may come as a surprise to know that this is the first study of its kind to be conducted in Saskatchewan. Your opinion of the questions asked and the factors overlooked is of great value.

1.A) Were the questions appropriate?

( ) no
( ) yes

B) If no, what changes could have been made?

2. What factors have been overlooked, and how might a study of such issues be approached?

3. Please take this opportunity to express any comments and/or concerns that you may have.

Thank you very much for your time and cooperation in completing this questionnaire. Your input has been most valuable to the study. The results of the study will be made available upon request.